International House

1962-2012 CELEBRATING 50 YEARS OF TEACHER TRAINING

CELTA Course

International House

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General Information

Course times

The course takes place from Monday – Friday (intensive course) or Saturdays (extensive courses) You are expected to attend 100% of the course.

Centre Staff

- Teacher Training Manager: Orlando Delgado Mata

Orlando holds Delta and an MA TESOL (Teacher Education) from the University of Manchester. He is a teacher trainer for TKT, ICELT, CELTA and Delta, and he frequently travels around the world as a CELTA & Delta Assessor, assessing CELTA courses and Delta candidates at other Cambridge centres. He also collaborates with the British Council and IH London as a Distance Delta Local Tutor and Orientation Course Trainer. He is an ICELT moderator as well as a trainer for online courses with IHWO. He is also currently manager for CELTA, ICELT & Delta courses at IH in Mexico.

CELTA Tutor: Ricardo Fajardo

Ricardo Fajardo has taught English for 16 years, 8 as a teacher trainer. At IH he is currently a TKT, CELTA and ICELT tutor. He specialises in business English and teaches specialist courses including Language Awareness, Methodology and Phonology, amongst others. Furthermore, he examines IELTS and Cambridge exams and coordinates TKT for IH Mexico.

CELTA Tutor: Edna Equihua

Edha has been with IH Mexico as a teacher and trainer since 2000. She tutors CELTA through Mexico and assesses it abroad. She also tutors TKT, ICELT and has recently been approved as a Distance Delta Orientation Course Tutor. She previously worked as DOS at the Anglo-Mexican Cultural Institute and has held various posts at the TEC de Monterrey.

CELTA Tutor: Jean Pender

Jean Pender is a teacher trainer and ELT consultant. She has worked in Mexico, the UK and Japan. She has Delta, a PGCE from the University of London's Institute of Education and a Master's degree in Applied Linguistics from the University of Birmingham, UK. Since 2009, she has taught CELTA and ICELT courses for International House and summer pre-sessional courses for the University of Southampton.

CELTA Tutor: Liz Fishwick

Liz began her teaching career in Japan in 1997 and has worked in Poland, Russia,

Syria and Brussels where she was an Academic Coordinator. In 2007 she was awarded the Cambridge DELTA in 2007 before moving to Mexico City, working with the British Council. At IH Mexico she is now a CELTA and ICELT tutor and a Local Tutor for Distance-Delta.

CELTA tutor: Juan Pablo Monfón

Pablo Monfón started teaching English in 2002 and has worked at many top companies. He joined IH in 2006 and has since gained ICELT and DELTA. Besides teaching English, he is also a Cambridge oral examiner and Teacher Trainer for TKT and recently CELTA. He tutors the Language Awareness and FCTBE courses and will soon qualify as an ICELT tutor.

- General Director: Ariel Lopez

  Ariel López has been involved in ELT for 25 years as a teacher, trainer, head of department and school director. He obtained DOTE (University of Cambridge) in 1993 and holds a degree in Business Administration. He is now General Director of International House in Mexico, a member of the International House World Organisation.

- An external assessor nominated by University of Cambridge Local Examinations Syndicate (UCLES) will assess the course.

<u>Equipment</u>

- Whiteboards
- CD players in trainee room
- One Overhead Projector is available upon request. Transparencies are also available but please give the tutor notice – we may have run out and will need to get more (like everything, don't leave it to the last minute to organize them!)

<u>Stationery</u>

The following are available in the Trainee room or other room designated for this purpose:

- -
- White board markers
- -Glue
- -Scissors
- -White-out
- -Hole punch
- -Paper clips
- -Staplers
- -Tape
- -Colored paper and card stock

<u>Photocopiers</u>

- We have a photocopier available for lessons. It is under high demand, so don't wait until 5 minutes before your lesson to make copies. Also, please be sensitive to teachers whose copying needs are more urgent.
- Photocopies from published materials must be fully acknowledged and included on each copy for students like this:
  ©*Coursebook name,* authors, year, publisher

Books and Materials

- We provide you with coursebooks to teach from. You will have to photocopy (and reference) the material for your students.You will sign out and in each course book and you must return all materials at the end of the course.**You are responsible for the book that you are assigned (teacher A for coursebook A etc.) and will be charged a fee for lost or damaged book ($50.00 USD)**

Record Keeping and Filing

You are responsible for two items:

1. **Personal Binder**

   It is **strongly** suggested that you purchase a 2 1/2 inch thick binder and at least 50 page covers. Keep all of your own notes and handouts from input sessions in this. It is your private binder and will not be assessed by the tutors or Cambridge. Organize it as you see fit and in a way that you can easily access the information you need. You will get a LOT of handouts from us.

2. **Portfolio**

   You must keep everything in this binder that will form your official assessment by the tutors and the external assessor. At the end of the course, the portfolio will either be handed in and kept by the center for six months or sent to Cambridge in the UK (Cambridge regulations). If you want to keep anything, you'll have to make copies. Keep the following in the portfolio:

   - Your blue CELTA 5 course record booklet
   - Your lesson plans, your tutor's written feedback, materials and self-evaluation (all 4 in one plastic sleeve)
   - Your 4 marked written assignments with tutor feedback sheets
   - NB: This portfolio cannot leave the school. It must stay on the shelf in the input room. Alarms go off if it leaves the school!

The CELTA 5

This blue booklet is a legal document and serves as your official record of participation on the course. You must record in it:

- p 7: Any absences you have during the course (should be none!) Total course hours = 120
- p 8: Observations of experienced teachers (live and DVD observations)
- p 9: Your assessed teaching practice - requires tutor signature
- p 10: Written assignments
- p 11-17: Progress reports and tutorials

Teaching Practice

Teaching Practice Points

For the first stage of the course, your tutors will be providing you with the aims for your teaching practice together with an outline (either verbal or written) of how to go about it. These are called teaching practice (TP) points.

You will gradually become more self-reliant as the course progresses and your ability develops. We aim for you to be reasonably independent by the end of the course, but since you are all individuals, you will do this at your own speed. Please bear in mind that it's not constructive to compare yourself to your peers in terms of independence with lesson planning.

In some cases you may be following on from another trainee's lesson, so you will need to **liaise very carefully** at the planning stage and remember that teamwork is an essential part of the CELTA. However, sometimes your lessons will be discrete. Please remember to tell your peers this so there is no confusion.

You will be making your own teaching practice points for the final stage of the course. Your tutors will give you help with this when the time comes.

TP points are intended as *guidelines*. While we want you to innovate and be creative, always discuss any different ideas you have with your trainer to check that you are on the correct path to pass CELTA, as we are assessing you according to Cambridge ESOL criteria.

Although the tutors will try to ensure this doesn't happen, please tell them if you feel you have done the same kind of lesson (e.g. reading skills) a number of times and have missed out on other kinds of lesson (e.g. test-teach-test, text-based, listening skills, etc.). It is important that everyone

has experience of teaching different kinds of lesson over the four weeks of the course.

Coursebook references are given to help you with ideas. Often these need to be adapted to suit your students:for example, talking about Brighton, Bondi or Brooklyn might not be relevant to them.You should adapt the coursebook material as necessary. Of course, you may ultimately decide to reject the coursebook material completely. As the course progresses and you gain confidence, we will encourage you to adapt the ideas in the coursebook and even design your own materials and tasks. However, you will not be required to do this and it is fine if you decide to use materials and tasks straight from the coursebook or a supplementary book as long as they meet the needs and interests of the students.

It is essential that you plan your lesson and have questions ready for your tutor **a day or more early**. This means that you will have the evening of that day to take into account the tutor's suggestions on your lesson and make any changes. If you don't come prepared the day before you teach, then you are making it difficult for your tutor to help you since s/he has to weigh up being constructive in aiding you against undermining your confidence. Help yourself by allowing your trainer to help you. Therefore, plan ahead and be super-organized!

***Watch the time*!** If you run over, you create problems for the other trainees in your TP group. Also, the students will get tired and lose interest if lessons go on past the two hours allotted for them. Your lesson is actually assessed on the allotted time; time taken after this will count against you rather than for you. If you notice that you are running out of time at any stage of the lesson and won't get through all of your plan, you will need to make a teaching decision about what to shorten or cut. At the end of the lesson avoid overrunning to get an activity finished, as it won't actually get you a higher grade for your lesson.

It is normal to feel nervous when teaching in front of others. It will help a great deal if you put the *students* first and consider how best you can deal with *their* feelings of inadequacy and insecurity, lack of comprehension, etc. (i.e. what you may be feeling!). This will also help to develop your sensitivity towards students, which is one mark of a good teacher.

When you are not teaching – 'TP Etiquette'

Teaching practice (TP) is a large component of the CELTA course and provides you with the experience of being a teacher in the classroom. By the time the course finishes, if you've used this experience wisely, you'll feel comfortable being in a class, around students and teaching English.

During TP, you'll spend some time teaching but the majority of the time you'll be observing: observing the teacher, observing the students, observing materials in use and observing good (and bad!) use of the board. These observations then form the basis for discussions during feedback.

To help you make the most of your time observing classes and to ensure that you don't disrupt the teachers and/or students during a lesson, we've put together the following list. If anything on this list is unclear – ask your tutor for clarification!

1. When you are not teaching, your task is to take notes on your fellow trainees' teaching. You will need this information to get the most out of TP and to contribute to feedback after.
2. TP is not the time for future lesson preparation, other unrelated work or sleeping.
3. Leaving to use the restroom is fine but nothing else. Making calls, photocopying, buying drinks, etc. needs to be done before or after (but not during) TP.
4. If you need to enter a classroom when a class is underway, it is courteous to stand by the door quietly until the lesson has reached a convenient point to get the teacher's attention i.e. the students are doing a speaking activity or they are getting up to change seats. It is then OK to quietly ask the teacher if you may enter the room—though the teacher may decline if it is not appropriate.
5. During listening activities try your hardest not to make any noise—this goes for the teacher as well as the trainees. Do not flip through any binders or books, go to the restroom, or talk to your fellow trainees.
6. Talking with other trainees is fine if it does not disrupt the class. Thus, if the Ss are engaged in a speaking activity then talking with other trainees is acceptable. When Ss are silent and the teacher is talking you should also be silent.
7. Drinking and eating are fine if it is not disruptive. Drinking water is fine. Eating chocolate is fine. You may not, however, eat your entire lunch or chips or an apple. It's too noisy and TP observation is not the time or place. Your lunch break is.
8. No alcoholic beverages are allowed on the premises.
9. Do not correct your fellow trainees while they are teaching. Your only job is to observe. Do not talk to your trainer either. They are probably busy.
10. Don't use your cell phone or computer for any reason in class.

Teaching Practice Feedback

After TP, the lesson will be discussed in feedback, and you will be given the written comments of the tutor who observed your teaching. You will also be expected to evaluate and make constructive comments on your own and your colleagues' teaching.

The ability to reflect on and evaluate your own teaching is an essential requirement of the course. Importance will be given to the clarity of your critical evaluation of what happened in the class, i.e. what went well, what went not so well, why, and how you might do things differently a second time.

While feedback aims to be constructive and supportive, it will sometimes be necessary for the tutor to be explicit about the areas that you need to work on. As this is a course in which you have to put into practice what you learn in order to make progress, it requires you to be able to apply the information that you get in feedback to subsequent lessons. **It is therefore very important that you be open to feedback, flexible in your approach and not defensive. Each lesson shouldn't be viewed as an exam of what you've learned so far but a chance for us to tell you how you can do things better next time.**

As well as reminding yourself of this, it is important to keep your sense of perspective. Occasionally people manage to convince themselves that the tutor's comments have concentrated more on their weaknesses than their strengths. The tutor may indeed have said and written more about your lesson's weak points because it is *helpful* to explain *why* there was a problem and *how* it could be rectified whereas recognition for something that went well may only require a few words. However, you should not feel that just because it is briefer, the praise carries less weight. Actually it carries more!

Because the course is short and development time limited, the course tutor may on-occasion have to tell you in so many words that a lesson was not a pass standard for this stage of the course and why. Some people find this rather brutal. Please bear in mind that the alternative would be to focus exclusively on positive comments and then at the end of the course announce out of the blue, "Nice try - but, actually, you failed"! **The tutors have to tell you if things have not gone right, and why, so that you know where you are in your progress and can see what you need to do in order to get to where you need to be. Please try to remember that the course tutors are on your side and genuinely want you to pass the course! If you feel upset or aggrieved in any way, talk to the tutors. Never leave feeling upset. We want to talk to you and help you.**

In general, you will also find the course more rewarding if you both avoid adopting a competitive "grade-focused" attitude and have realistic

expectations of yourself. If you have never taught before, there is no point in comparing yourself unfavorably with someone who has, for example. Nor will your tutors be doing this! If you are an experienced teacher, then focus on the areas in which you want to develop. This change will be a challenge for you. Rise to this challenge and forget negative feelings. Everyone is aware that you have already been teaching for a while, so do not let this fact impair your learning experience. Let it add to it and show us you can develop further. In other words, don't get stuck in the mud.

If one of your lessons doesn't go so well or it is below standard, then it is very important to see this in the context of the four weeks and not brood over this one lesson. If you are worried, talk to your tutor. Having below standard lessons is part of the learning experience. Learn from them and improve. You have made a mistake but take it as a positive learning experience. We all get it wrong sometimes.

Finally, use every lesson as a learning experience. Take notes everyday about the areas your tutor expects you to improve on and act on this the next day. Outline these points in the "personal aims" section of your next lesson plan's cover page. If you do not know how to incorporate these ideas, ask your peers and talk to your tutor. You must understand what is expected of you to develop. Do not be shy!

Teaching Practice: The Focus of Feedback

<u>Stage One: TP 1 and 2</u> • Rapport • Setting up activities (using demos, giving concise instructions, using ICQs, grouping students, eliciting, feedback) • Awareness of self and students • Use of whiteboard • Graded language
<u>Stage Two: TP 3, 4,</u>

- Achievement of lesson aims
- Completion of sufficient language analysis
- Awareness of errors and correction (language and phonology)
- Pacing and timing
- Provision of language practice
- Concept checking
- Contextualization of language
- (*Continual focus on Stage 1 aspects*)

Stage Three: TP 5 and 6

- Balance and variety of activities
- Student-centered correction
- Monitoring and dealing with errors
- Selection of language items based on students' needs
- (*Continued focus on aspects of Stages 1 & 2*)

Stage Four: TP 7 and 8

- Select suitable presentation method
- Effective presentation
- Controlled to freer practice and skills work
- Student-centered activities
- Relinquishing control over lessons
- (*Including aspects of Stages 1,2, and 3*)

CELTA TERMINOLOGY & LESSON FRAMEWORKS

by Vladimir Široki
University of Novi Sad

CELTA (*Certificate in English Language Teaching to Adults*) is the world's most honoured entry-level credential for teaching ESL or EFL (TESL / TEFL). It is accepted throughout the world by organizations which employ English language teachers. According to ESOL Examinations (University of Cambridge), over 900 courses are offered at more than 230 centres worldwide and produce over 11,500 successful graduates every year.

TEFL or TESOL are terms often used to describe qualifications for English Language teachers. CELTA, the most widely taken initial TESOL / TEFL qualification of its kind in the world, was previously known as CTEFLA and the RSA certificate.

CELTA is an intensive course that normally lasts for four weeks, and during that period candidates encounter a special CELTA terminology and various catchphrases. Terminology can be regarded as a set of technical words or expressions that are used in a particular subject; however, terminology is not the end but a means to describing the end – it helps people talk about their specialist area, language teaching, in an efficient and precise way. Therefore, it can be useful for CELTA candidates to learn terminology needed for the course. The aim of this paper is to provide a list of words and phrases used at CELTA courses all over the world[1].

In favourable circumstance, English teachers work with a small number of students and then when giving ***instructions*** (the words teachers use to set up a task, and these should be as clear and concise as possible), they should raise or 'chest' their worksheet for all to see as they orientate them to the task. The worksheet is placed at the level of chest, below the neck, so such a term is used. Teachers should also 'withhold' the worksheet, i.e. only give it out at the end of the instructions giving process in order to keep the students' attention.

Having instructed the students how to do the task, ELT should check whether they have understood what to do or not; this process is known as ***checking instructions***, whereas the questions ELT asks are called ***Instruction Checking Questions***, or ***ICQs***. These questions are usually closed questions in nature. For example,

ELT: Should you read the whole text?
Ss: No.

ELT: Are you given five minutes to do this exercise?
Ss: Yes.

CELTA makes distinction between ***Language-based lessons*** (where vocabulary, grammar and/or functions are taught) and ***Skills lessons*** (either receptive or productive skills lessons). Namely, it is important to be clear as to what your main aim is, and determine whether your lesson primarily focuses on improving the students' ability with language, or improving their ability with skills.

The basic framework for analysing grammar, vocabulary and functional language is ***MFPA*** (Meaning – Form – Pronunciation – Appropriacy). This framework is applied in the given order of priority; the strategy of ***Meaning before Form*** is the idea that it makes more sense to convey and check meaning before you highlight form and pronunciation, i.e. why practise a phrase students do not understand. The last category of MFPA is ***Appropriacy*** – it helps ELTs consider whether a piece of language can be used universally or if learners need to know whether it is: formal, neutral, informal; dialect specific; colloquial; slang; taboo; more common in spoken or written language.

[1] The words and phrases belonging to CELTA terminology are presented bolded and italicized, excluding verbs, which are given in inverted commas.

After conveying meaning it is important to check students have understood the meaning of a word or grammatical structure by asking ***Concept Check Questions***, or ***CCQs***. These questions can be simple but relevant closed questions, perhaps followed by more open and personalised ones; two or three CCQs usually suffice. Let us consider the following structure:

John was having lunch when his mother rang.

After analyzing the meaning, employing various techniques, ELT should check whether the students have understood the structure. Regarding this, some of the relevant CCQs might be:

ELT: Did John start eating before his mother rang?
Ss: Yes.

ELT: What happened in the middle of John's lunch?
Ss: His mother rang.

ELT: When his mother rang, did he finish having lunch?
Ss: No.

As has been mentioned, there are two types of English lessons: (1) Language-based lessons, and (2) Skills lessons. Language-based lessons can have three basic structures. There are the stages of each subtype given below.

Language-based lesson (a): Presentation – Practice – Production (PPP)

- **Lead-in**
- **Set context** (e.g. story / anecdote)
- **Language clarification**
  Elicit TL
  Clarify meaning using the context
  Check meaning using the context
  Highlight form and pronunciation
  Drill
- **Controlled practice** of TL
- **Freer practice** of TL

Language-based lesson (b): Test – Teach – Test (TTT)

- **Lead-in**
- **Test** (e.g. Ss do gap-fill, definition-matching, categorising, ordering, discussion, role play)
- **Feedback to test (language clarification)**
  Go over task and clarify and check meaning using the context, highlight form and pronunciation, and drill
- **Test / Controlled practice** of TL
- **Freer practice** of TL

Language-based lesson (c): Text-based presentation

- **Lead-in**
- **Reading / Listening**
  Orientation to text
  Pre-teach vocabulary (if necessary)
  Content focus (gist task)
  FB on content
- **Focus on language from text**
  Clarifying and checking meaning using the context, highlight form and pronunciation, and drill
- **Controlled practice** of TL
- **Freer practice** of TL

All the subtypes of Language-based lesson have three stages in common: lead-in, controlled practice of target language, and freer practice of target language. A ***lead-in*** is the initial stage of every lesson that last for about five minutes when ELT established the topic and raises student interest in it. ***Controlled practice*** focuses on meaning and accuracy; it provides exercises that limit the students' attention to the target structure or function so that it can be accurately produced. These exercises should be meaningful and realistic (not isolated, unconnected practice sentences). ***Freer practice*** is the last stage of a language lesson, after controlled practice, in which students should use the target language in a communicative task.

ELTs should provide pair/group work wherever possible. During pair/group work, ELT should walk around the classroom and check students' work and help if needed; it is called ***micro-teaching***: the process of 'monitoring' accuracy – focused stages, asking guiding questions, helping students recall rules, encouraging peer teaching.

Skills lessons can be divided into: (a) Receptive skills lessons, (b) Speaking lessons, and (c) Writing lessons. There are the stages of each subtype given below.

Receptive skills lessons (Reading, Listening)

- **Lead-in**
- **Orientate Ss to text**
- **Pre-teach vocabulary**
- **Gist task**
  Set task
  Ss read or listen

Ss confer
FB answers

- **Detail task**
  Set task, Ss read or listen, Ss confer, FB answers
- **Follow-up activity**
  Speaking activity (e.g. discussion, role play)

Speaking lesson

- **Lead-in and set context for speaking**
- **Content preparation**
  Ss generate ideas (e.g. listen to a model, brainstorm, note-taking)
- **Language preparation** (e.g. functions, vocabulary, grammatical structures from model or from teacher)
- **Speaking**
- **Content feedback**
- **Language feedback**

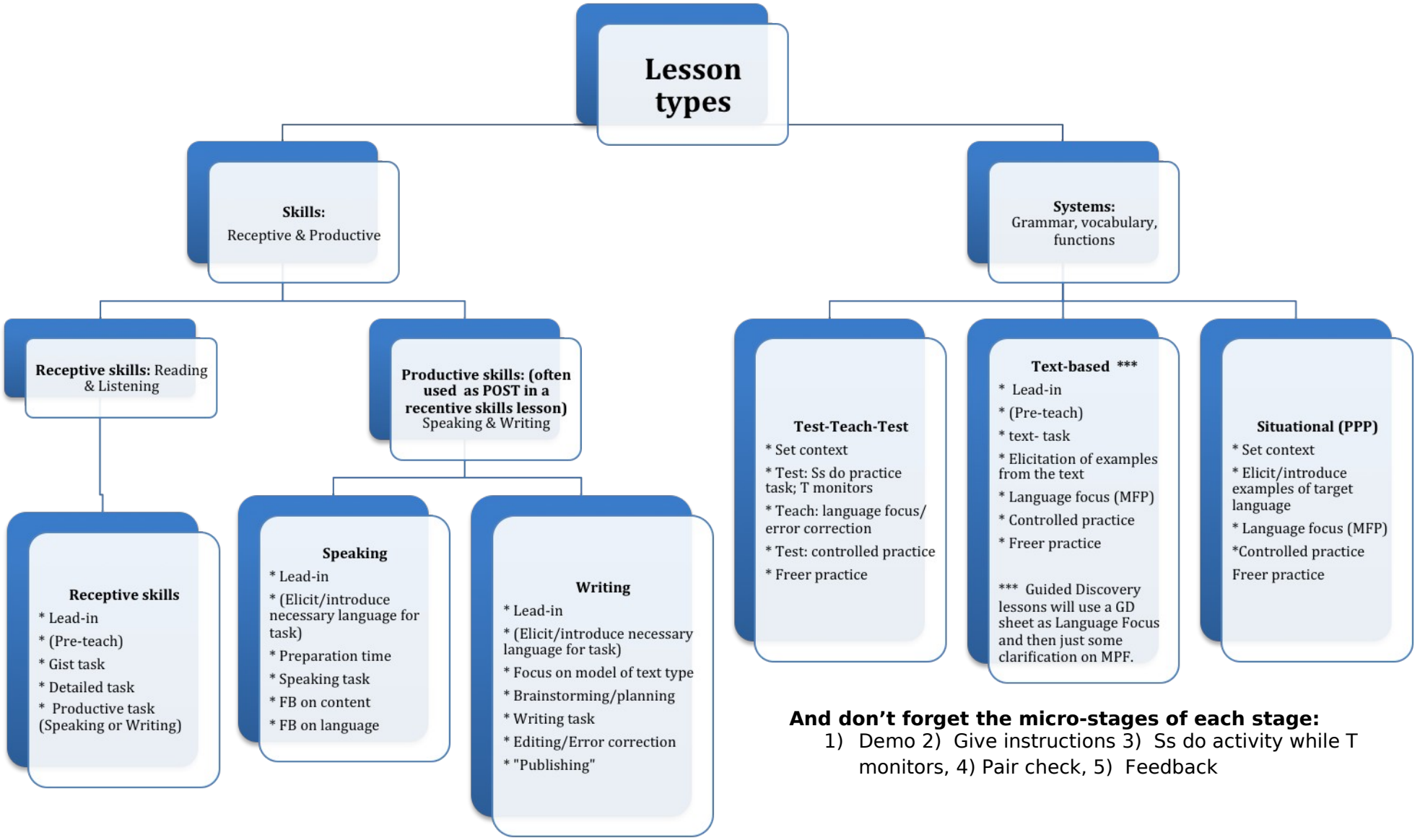
Writing lesson

- **Lead-in and set context for writing**
- ***Optional: Reading** (to provide a model of text type)
- **Language preparation** (e.g. layout, vocabulary, fixed expressions from model or from teacher)
- **Content preparation**
  Ss generate ideas (e.g. brainstorm, note-taking)
- **Writing**
- **Content feedback**
- **Language feedback**

Let us analyze a typical receptive skills lesson since speaking and writing lessons are usually included within the stages of this type of lesson. As in case of language-based lessons, a receptive skills lesson starts with a short lead-in phase. Then ELT should 'orientate' students to the text that is going to be read or heard. ***Orientation to text*** is also a short stage whose aim is to get students acquainted with the topic of the text – it can be demonstrated by pictures, discussing the setting or characters and so on. Within ***pre-teach vocabulary*** stage ELT introduces vocabulary items needed for the listening / reading tasks. These would be vocabulary items that could be easily identified as beyond students' level, but necessary to understand the passage. Difficult vocabulary items that are not relevant to understanding the main point of the passage, or are not related to key information should be ignored. ***Gist task*** applies to reading and listening stages in receptive skills lessons and text-based presentation only. It is where the learners listen or read for general understanding, without getting bogged down in details. A gist task should be low-demand and not focused on a specific area of the text. A ***detail task*** stage is set before the listening to / reading the same passage a second time and then students are asked to listen for more specific, but relevant information. In the end, there is a ***follow-up activity*** stage with some sort of feedback, and usually involves the students speaking or writing about the topic of the text.

Lesson Frameworks

The frameworks below are not set in stone but many of the lessons you teach will follow one of these patterns. Some stages may be essential and you may want to add others depending on your students' needs and your choice of material. Please refer to example lesson plans and notes from input sessions for more detail on lesson shapes.



And don't forget the micro-stages of each stage:

1) Demo 2) Give instructions 3) Ss do activity while T monitors, 4) Pair check, 5) Feedback

Teaching Grammar & Using Lesson Frameworks

What is grammar?

'An abstract system of rules whereby a person's mastery of their native language can be explained' (dictionary definition)

Different dictionaries define 'grammar' in different ways, but they all effectively talk about the 'rules of the language'.
Grammar does not equal only 'tenses' or verb forms. Grammar is language and how we use it.

What is more important than a definition of the word 'grammar' is knowing what students need to know when they are learning grammar. And we also need to know different ways to teach grammar.

There are many different methods to teach grammar, but the three that might be the most effective in retaining student interest are the following:

1. Situational Presentations

2. Text and Recordings

3. Test Teach Test

1. Teaching grammar via Situational Presentation

I. What do students need to know?

When presenting new language, the teacher must show following things very clearly:

MPF:

There are several aspects of a new item: that you need to know and learners need to learn.

1. What it means.

They need to understand **meaning** within the given context.

2. What it sounds like.

They need to know the natural **pronunciation and spelling** of the language.

3. What it looks like.

They need to know how to **form** the language (how it is constructed).

4. How and when it is used.

They need to know the **function** of the language.

(This is often referred to as, **MPF.)** As well as knowing the MPF, students need to use the language - **practice**.

Presentation is a rather controversial word!
Experienced teachers know how best to develop a student's awareness of the language without falling into the 'today we are going to do conditional sentences' approach.

Language needs **context** because context provides meaning. One way to illustrate meaning is via a **situation**. This can be done in a number of ways, including pictures. This situational presentation tends to be quite controlled by the teacher, at least initially, but with the students involved at all times.
Situational presentation refines the context and thus the meaning by building a situation around the model sentence. It can be presented in three stages.

Let's take the word *should* – a modal verb which can have different meanings depending on the context.

If a student asks 'What does should mean?' you cannot usually answer them. In isolation it is meaningless. If we put the word into a sentence - *You should wear a suit.* – this is better because the word now fits in grammatically to a sentence – the form is illustrated. But meaning is still limited. In short, there is no situation, thus no context, thus no meaning.

This is for an elementary/pre-intermediate class:

Stage 1

Spend a few minutes on a class discussion about unemployment, how people go about finding work, the stages of applying for a job - leading to tips for a successful interview. The teacher asks questions and maximizes student talking time.

Stage 2

Giving an example, eg. John, a friend is going for an interview tomorrow for a job at the bank. The teacher elicits from the

students how John should appear when he goes for the interview (appropriate clothes, shaved, hair combed etc.) Then the teacher shows a picture of how John typically appears and asks if this would be appropriate for his interview. The teacher highlights his dirty shoes, uncombed hair, unshaven face, and casual clothes.

Stage 3

The teacher emphasizes that he really wants him to get this job. So, pointing to John's casual clothes the teacher asks if the students think it would be a good idea for John to go to the interview dressed in that way. Having established that it wouldn't, still pointing to John's clothes the teacher says 'So what did I say to John when I saw him?' If possible, the teacher could also have a picture of someone wearing a suit to make the contrast with John's clothes and to make it clearer to the students what the teacher is thinking. At this point the teacher is testing to see if any students are familiar with the language being presented, wondering if anyone will reply *'You should wear a suit'.*
This is the teacher's model sentence containing the language being targeted. Maybe someone will know it or may say the sentence with mistakes. Or maybe no-one has any idea. This is not important, you are just seeing if anyone knows it.
If no-one does, the teacher says the sentence to the class, making sure everyone is listening!!!

At this stage of the lesson the main focus has been on the meaning.
The model sentence *You should wear a suit* now has a context, and the function of giving friendly advice.
What the teacher has done is to illustrate meaning by means of a pictorial situation and introduced a model sentence containing the target language (subject+should+base verb – this is the form.
The function of giving friendly advice has been established via the situation.
Depending upon the precise level of the class and what you have taught them before, you may need to have begun this lesson by checking they understood essential vocabulary.
The aim has been achieved, meaning has been illustrated.
It is essential that the teacher checks that the students really have understood the meaning.

By providing meaning in context teachers are providing their students with real language rather than abstract rules. But this is not enough. We have to make sure they have understood.
Teachers must employ effective and efficient methods for **checking** the students' understanding of the meaning which has been illustrated.
'Do you understand?' 'Yes'. Proves absolutely nothing.
The most effective method of checking understanding is **concept questions**.
The essential meaning of the language in this context:

We are talking about a possible future action; the person we are talking to does not have to wear a suit (no obligation); it would be a good idea if he did – I want him to (friendly advice)
We can now **turn these statements into simple questions**:
Are we talking about the past, the present or the future? (future)
Does the person have to wear a suit?/ Must he wear a suit? (no)
Do I think it would be good for him to wear a suit? (yes)

If the students give any answers different from the above, they have not understood everything and some further clarification will be required.
Should he wear a suit? – Avoid using the grammatical form being tested.
Will he wear a suit? – Irrelevant, and impossible to answer.
Avoid questions which focus on the context rather than the concept.

Concept questions are an effective and efficient way to genuinely check understanding. They should:
- focus on the essential meaning of the language in the context being provided
- be short and simple in nature
- avoid ambiguity
- require very short answers
- avoid the use of the grammatical form being tested

Tips to formulate concept questions
1. First analyse the language and its meaning within the given context.
2. Define the essential meaning in simple statements.
3. Turn these sentences into questions.
4. Keep the questions simple in terms of both language and length.
5. Avoid questions which are not relevant to the meaning of the language.
6. Avoid using the same grammatical forms in the questions that you are testing.
7. Ask questions which do not require a lot of language in the answer.
8. Make sure the answers are clear and unambiguous.
9. Plan them in advance – until you have more experience and confidence, they will not be easy to think of on the spot.
10. Avoid the 'absurd'. (e,g honeymoon - Can you find honey ont he moon?)

Task
For each of the following language items think of a context, define the meaning, and devise concept questions and expected answers.

1. I wish I had a car. (subject+ wish+subject+past simple form)

2. *You shouldn't taken that book*. (subject+shouldn't have+past participle)
3. *I'm looking forward to my holiday.* (subject+to be+ looking forward to…)
4. *I had my suit cleaned.* (subject+had+object+past participle)

KEY

Task 1 Concept questions

1. Do I have a car now?
Do I want a car?
Is it likely I will get one soon?

2. Did you take the book?
Do I think you were right to take it?

3. Are we talking about the past, the present, or the future?
Will I have a holiday?
Am I excited about my holiday?

4. Was my suit dirty?
Is it clean now?
Did I clean it?
Did another person clean it?

The students must hear you **say the model sentence several times naturally** and then be given the chance to say it to themselves

Form can be highlighted by using different colour pens, if possible, and/or a substitution table.

		wear a suit.
You	should	polish your shoes.
	shouldn't	shave.
		wear those shoes.

Tips

1. If you are using pictures, make sure they are clear, simple and appropriate.

2. If necessary, check essential vocabulary at the start of the lesson.

3. Build the context slowly and clearly – guide the students and keep them involved throughout. Don't tell them what they can tell you. But continually asking them questions you are also checking their understand.

4. Have an obvious 'target' – a model sentence which will be a logical conclusion to your context build.

5. Try to elicit the sentence if you can, otherwise just tell them.

Task

a. Try to work out the form. In simple terms, what is the fixed structure that never changes?

b. Think of a possible context and establish the function and meaning.

c. Think about a possible picture to illustrate your meaning.

(Your students should have a reasonable level of English.)

1. I shouldn't have done it.

2. I'm going to France next week.

3. Would you mind helping me?

4. Let's go to a concert.

5. I've worked here for ten years.

Key to Task

1. I shouldn't have done it.

Form: subject+shouldn't have + V3

Function: maybe ’expressing regret about past action’

Context: student copies from another student in an exam, tells a friend about it the next day and expresses regret.

2. I’m going to France next week.

Form:

To be (present form) + going + base verb

Function: maybe ’giving information about future schedule’

Context: two busy friends with diaries trying to arrange to go out, one explains that the next week is impossible.

3. Would you mind helping me?

Form: Would you mind +ing form of verb

Function: maybe ’polite request for help’ – asking now but for help in near future

Context: persona t airport struggling with heavy cases, asks a passer-by for help.

4. Let’s go to a concert.

Form: let’s + base verb (not let us as it is unnatural in spoken English)

Function: maybe ’making a suggestion’ – suggesting now what you could do later

Context: two friends wanting to go out later, not sure where to go. On looks int he entertainment guide to see what’s on, notices a concert and suggests that.

5. I’ve worked here for ten years.

Form: subject+to have+V3

Function: maybe ’giving reason for wanting to find a new job’ Time reference is past to present and maybe continuing into the future, at least for a while.

Context: employee to employer explaining why they have decided to leave the company – wanting a new challenge.

For each of the above contexts, meaning can be illustrated either with visuals or some other way (e.g. dialogue on tape).

Buti n each case there is a situation which illustrates the meaning.

How much detail you give to the students about the form will depend on their level.

Review

- The meaning, form and pronunciation of new language needs to be covered, and communicative practice should be given, too.
- Situational presentations are controlled and effective ways to introduce language at certain levels.
- They can be done via visuals as long as these are clear and appropriate.
- Teachers need to be clear in their own minds of the meaning of the target language, how it is formed, and how it is spoken.
- This type of presentation is teacher-led, but with student involvement throughout. Let them do as much of the ’storytelling’ as possible.
- Have a model sentence to work towards – elicit it if you can, give it if you can’t.
- Check they really have understood the meaning.

This approach makes language more real than just a series of rules and explanations. The students see the language in a situation that is real and that provides the meaning.

The teacher, therefore starts with meaning and then introduces the language.

In a sense it is grammar in disguise, useful if you have students who are demotivated by thinking they are about to do a grammar lesson.

Above all, it is much better than giving an ’explanation’ of a language point.

It is an effective method but cannot be used exclusively or else it becomes predictable and boring, and it is not especially challenging for higher level groups.

The next approach provides variety, a greater challenge, more learner autonomy, and a more realistic context.

2. Teaching grammar via Text or Recordings

Look at the reading texts and answer the questions

Does the language seem relatively simple, or high level for an intermediate class?

Does the text seems authentic or ’made-up’?

What specific language point appears to be potentially the most difficult/useful to focus on in class?

1. *Bertrand’s San Francisco experience*
2. *A special offer*
3. *Living in France*

Key to task 1

1. Bertrand’s San Francisco experience

Level of English

Although it is the longest text, the language is quite simple for intermediate class

Authenticity

Definitely made up! Specially written and graded

Language to focus on

They were having dinner when the fire alarm sounded.

In the text we are using two verb forms PCT, SPT

2. A special offer

Level of English

Higher than the previous, though not significantly

Authenticity

No tan authentic text, though it is near authentic.

Language to focus on

PPC e.g. Abibus have been producing cars for 12 years.

Particularly difficult for ss.

3. Living in France

Level of English

The vocabulary would be reasonably straightforward for intermediate ss, but there is a variety of verb forms used with some complex time references. Higher than the previous, though not significantly

Authenticity

Not an authentic text, but adapted from an article about people working in different countries, so near authentic.

Language to focus on

Different uses of used to: I used to study./ I'm used to driving…/I'm getting used to it. /I'll never get used to eating…

You may not focus on all four uses at the same time, but with a higher-level class you could.

Text and Recordings involve a very short story. Material can be a text that can be read, or recordings that are listened to. These stories highlight particular grammar points, and provide meaning before the story in the form of discussion and vocabulary prep, and within the story itself.

Four stages are used to teach the Text/Recording Method:

1. In the story located within San Francisco, ask students if they have ever visited SF. Have them tell others about it, or tell what they know about it. What do the students imagine it to be like? Pictures can be shown of specific sights.

2. Have students read/listen to the story located in SF, and have them answer the

How, Why, What, When, Where questions about the plot and characters, work together to answer the questions.

3. Highlight the sentence from the text that focus on the grammar point, including the concept questions, pronunciation, and form (MPF) and develop other examples outside the story.

This is a crucial part of the lesson as it is where you need to focus on the target language and check understanding.

4. Students can now create their own story using the grammar focus, or complete other related activities.

Point 3 is the most important part of the lesson because this is where you are checking meaning, form and pronunciation.

This is not a reading but a grammar lesson!!

The text cannot be so demanding that students end up spending much more time trying to understand the text than working on grammar The task you provide need to be relatively straightforward. They should serve to check basic understanding of the context.

Ideally, it is better to use authentic texts, if possible. Course books usually present language via authentic/ near authentic material, but sometimes you may find a newspaper article.

Similarly you may introduce language via recording. The possible procedure could be the same as with the text.

Advantages of this approach

With the right level tis approach has a number of advantages, if executed properly:

It is more challenging.

Various skills are required.

There is generally greater variety/stimulation.

It is less teacher centered.

Students are exposed to the target language in an authentic/near authentic setting.

Consequently, they see/hear the target language before having focus on it.

Students should be encouraged to read/listen in English in their everyday lives.

The whole approach becomes more natural, less contrived.

Coursebook use this approach a lot, making presentation easier for the teacher.

Possible dangers

The text/recording may go too long, leaving inadequate time for the language focus/practice.

It is sometimes tempting for new teachers to devote too little time to the language focus part of the lesson.

The text/recording may be inappropriate in terms of level.

The task provided may be inappropriate in terms of level, or just too time consuming.

If the text is made up, it may contain too unnatural use/over-use of the target language.

Overall this approach is very realistic and stimulating.

Review

Texts and recordings can be a very effective way of illustrating meaning of particular language.

The approach involves a greater challenge for higher-level students.

Skills work and language focus are integrated.

Target language is surrounded by other language, which is more ’real’.

Students are exposed to the target language before having to focus on it.

There is greater variety and interest.

The teacher should ensure that the language focus part of the lesson is given adequate time.

Texts/recordings can come from course books, authentic sources, or be made up.

Made-up texts/recordings need to be ’near authentic’ (e.g. recordings should not be scripted).

3. Presenting grammar via Test Teach Test (TTT)

TTT involves teacher starting the lesson with a ’test’/some kind of task relating to a particular piece of language to see how much the student knows or doesn’t know. This ’test’ is really a discovery task rather than what could be perceived as an intimidating test. It can be conducted in pairs or groups to help reduce the ’test’ perspective.

Stage 1 Test

The teacher having set up the task should now be monitoring and evaluating as she observes how much/how little the students seem to know, and what the particular problems sre that will need to be clarified later.. Also, she may be able to deal with some individual problems while the class is working.

- Gap sentences can be used, or more communicative methods such as students expressing life experiences related to the grammar point. The teacher observes what is known and not known, making a list of problem areas for later clarification.

Stage 2 Teach

Having done the first Test the teacher now has to do the Teach part of the lesson.
- The teacher reviews all the questions with the correct answers. The

common mistakes are given focus, with additional example sentences given and elicited. This stage is basically a clarification of meaning, form, and pronunciation.

Stage 3 Test

- The final stage is the second test. The second test is a practice session based on what the teacher has explained and clarified. Test two practice activities can involve students writing and speaking the language points taught using material they create, or it could be material that contains the wrong grammar which needs to be corrected.

Tips

Monitor carefully the first test in order to assess how much or how little the students know, and what specific problems you might have to deal with later.

Help with individual problems as they come up at this stage.

Make sure that the first task you choose for the first Test is appropriate for the level.

Have varied tasks for the respective test stages of the lesson.

Advantages of this approach

TTT is a more student centered approach. This is the one which immediately has the students working together and not responding to the teacher.

This method presents the task straight away and only requires instruction.

For this reason it is particularly effective with higher levels.

All three of these methods place grammar somewhat in disguise, making it somewhat more palatable for particular students. No single method should be used exclusively, but a combination of methods will help ensure a dynamic classroom environment.

Bibliography

Teaching English as a Second Language, David Riddle, 2001, pages 27-54

Essentials of English, Vincent F. Hopper, 1990, pages. Pages 32-33

Lesson Plans

There are various documents associated with planning a lesson. You will be guided through exactly what each requires during the course so the following is just an outline of what you need to submit before the lesson.

1) A lesson plan **cover page.** This goes on the top of your plan and helps
distinguish your main aims for the students for that lesson as well as helping you consider which aspects of your teaching you will be working on, the materials you'll use, what the board will look like and how you'll engage your students with the lesson. It also contains a section called "anticipated problems and solutions with skills and classroom management". This is where you should note down any potential problems there might be in areas such as instructions, seating, timing etc. and what you'll do if they arise. It's also where you can note down any elements of skills work they might find difficult e.g. the length of a text, cultural issues associated with the topics, etc.

2) A lesson plan **procedure page**. This is an account of the various stages of a lesson in order and what will be happening in the classroom at any one point. For each stage you need to specify what you and the students will be doing and how you'll set this up (procedure), and outline why (aims). There are also columns for you to anticipate how long each stage will take (timing), specify who will be working with whom at each stage (interaction), and a column for the tutor's comments.

3) A **language analysis sheet**. If you're teaching a grammar/function or vocabulary lesson, you'll need to research that area of language thoroughly so that you can convey and check the meaning, form and pronunciation of that language successfully and so that you can answer any questions students may have. If you're teaching a receptive skills lesson you will also need to consider how you will convey the meaning, form and pronunciation of any tricky items of vocabulary that occur in the text. Below are examples of a grammar/function analysis sheet and a vocabulary analysis sheet for your reference.

TEACHING PRACTICE

Teacher:	**Date:**	**Lesson No.**	**No of SS:**
Trainer:	**Lesson level:**	**Lesson length:**	

FEEDBACK & ASSESSMENT (For TUTOR use only)

Planning: (unit 4 of assessment criteria)

Lesson plan detail and adherence to submission requirements _____
Accuracy of language and lesson plan clarity _____
Lesson aims, concept, theme and appropriate aims _____
Materials & resources selection, adaptation, presentation and use _____
Anticipated problems and solutions (classroom management & tasks) _____
Target Language Analysis (M, P,F) _____
Anticipated problems and solutions (Target Language) _____
Task design, staging, interactions, timing _____
Stage aims (focus, terminology and appropriacy) _____

Overall for THIS lesson _____

Comments on Planning:

Priorities:

Lesson delivery (teaching – Units 1, 2 3 & 5 of the assessment criteria)

Manner, presence and rapport _____
Response to learners´needs & correction _____
Teacher Voice, grading, clarify and accuracy of language _____
Language Presentation, clarification (M, P, F) _____
Skills development, input and output staging (LF/LP, While/Post) _____
Appropriate balance between skills and systems (main aim vs sub aims) _____
Appropriate interaction patterns for a learner-centred classroom _____
Learner engagement at task, focus & pace _____
Activity set up, instructions, classroom & task management, staging _____
Reporting back & feedback _____

Overall for THIS lesson

_____

Comments on teaching:

Priorities:

Grade in CELTA 5 for THIS lesson at THIS STAGE of the course (N,S, S+):

_____

Signed: _____ Date_____

TEACHING PRACTICE
LESSON PLAN

1. Lesson context & Aims

CONTEXT:
What is the theme of context of your lesson? (e.g. at the restaurant, travelling to Europe, planning holidays, etc)

LEARNING OUTCOMES:

Circle A or B AND the language System/Skill - My lesson´s **main aim** is:

A) Language (L): e.g. grammar, functions, vocabulary.
B) Skills: (S): e.g. Reading, Listening, Speaking, Writing

My lesson´s **secondary aim** is:

a) If main aim is skills, indicate the language system you will use to support the skill:_____

b) If main aim is language, indicate the language skill you will use to support the language: _____

Complete this following box and prompt:
(*These should be your aims in terms of what you want the students to achieve)*

Main aims: By the end of the lesson, the students will …….
Sub-aims:

CHECK LIST - have you …..
 ensured your main aim is related to your target language (Language Focus) or skills focus (receptive skills)
 phrased your aims from the learners' point of view?
 listed your aims according to importance?

For TUTOR use only- Comments (optional)	_____ Assessment of this section: (4a)

Section 2:

PERSONAL OBJECTIVES *(limit this to two or three points that you want to focus on in **this** lesson*

TIP: look at your Summary of Feedback Form from your previous TPs and focus on what the tutor advised you to improve.

Objectives:	Strategies (How are you planning to achieve these objective?)

ASSUMPTIONS *(What you assume the students to know, be familiar with, have experienced or have been taught)* ***Write AT LEAT 4 Assumptions, feel free to write more! (e.g. sub-skills, language systems, learner training, themes and topics, etc).***

1.

2.

3.

4.

ANTICIPATED PROBLEMS AND SOLUTIONS (Classroom Management & Tasks) – you should **write at least 3 problems & solutions, but feel free to write more!**

Problem 1:

Solution 1:

Problem 2:

Solution 2:

Problem 3:

Solution 3:

For TUTOR use only - Comments (optional)	_____ Assessment of this section: (4j, 4k, 4n)

Section 3:

TARGET LANGUAGE ANALYSIS SHEET

Checking Meaning, Pronunciation and Form
Here write your marker sentence(s)and show exactly how you will check the form, meaning and pronunciation features of the target language

Complete this sheet for all grammar/functions lessons that you teach.

Language area and use: What is the grammatical structure you intend to teach and how is it/are they used? For example; modals of deduction, present continuous for future use
Target language: provide an example sentence (that you ***will*** use in the class) **Marker Sentences (the <u>possible sentences</u> you will have on the WB to CLARIFY your target language)**
Focus on meaning: How will you CONVEY AND CHECK the meaning of the target language and its uses. (Please include all timelines, concept questions etc. that you intend to use.) You should start by thinking of a situation or context that will help you convey the meaning and bring the language to life.
Focus of form: What is the breakdown of the form—as it will appear on WB/Handout
Focus on pronunciation: Include any relevant word/sentence stress, contractions,

intonation, weak forms, etc. with phonemic transcript of key words.

Introducing Language: Which way of introducing language will you use?

Source or Grammar Reference used to prepare for this lesson:
Write title, author, year, publisher and page number here ***of the grammar reference you used to analyse your Target language.*** *THIS IS ALSO ASSESSED.*

Tutor: Sources acknowledged: **Yes** **No**

Potential Problems of Meaning: (write the potential problems learners might have with Meaning- write **at least 2** potential problems **AND** their solutions)

Problem:

Solution:

Problem:

Solution:

Potential Problems of Form: (write the potential problems learners might have with Form- write **at least 2** potential problems **AND** their solutions)

Problem:

Solution:

Problem:

Solution:

Potential Problems of Pronunciation: (write the potential problems learners might have with Form- write **at least 2** potential problems **AND** their solutions)

Problem:

Solution:

Problem:

Solution:

For TUTOR use only - Comments (optional)	_____ Assessment of this section: (4i, 4j, 4k, 4l,)

Vocabulary Analysis Sheet – Vocabulary

Word/phrase	
Meaning (keep it simple!)	
How will meaning be conveyed?	
What are your CCQs?	Anticipated Problems & Solutions of Meaning
Form (e.g Spelling, regular, irregular, transitive, intransitive, collocation)	Anticipated Problems & Solutions of Form
Pronunciation	Anticipated Problems & Solutions of Pronunciation

Word/phrase	
Meaning (keep it simple!)	
How will meaning be conveyed?	
What are your CCQs?	Anticipated Problems & Solutions of Meaning
Form (e.g Spelling, regular, irregular, transitive, intransitive, collocation)	Anticipated Problems & Solutions of Form
Pronunciation	Anticipated Problems & Solutions of Pronunciation

For TUTOR use only - Comments (optional)	Assessment of this section: (4i, 4j, 4k, 4l,)

Section 4:

Resources and Materials
*Write title, author, year, publisher and page number here **and** on all your copies/handouts THIS IS ALSO ASSESSED.* Tutor: Sources acknowledged: **Yes** **No**

Board Plan: *At each stage of the lesson the board will look like this (feel free to use another page if you are planning to have different WB layouts during your class).*

For TUTOR use only - Comments (optional)	_____ Assessment of this section: (4c, 4d)

STAGE AND OBJECTIVE ***Note the objective of each stage***	TIME	INT ´R	**PROCEDURE** **TEACHER AND STUDENT ACTIVITY**	**TUTOR'S COMMENTS**

STAGE AND OBJECTIVE ***Note the objective of each stage***	TIME	INT ´R	**PROCEDURE** **TEACHER AND STUDENT ACTIVITY**	**TUTOR'S COMMENTS**

Language Analysis - Grammar

Name *A. Trainee* Date *July 16th* Lesson *# 4*

Complete this sheet for all grammar or functional language lessons that you teach.

Language area and use: What is the grammatical structureor function you intend to teach and how is it/are they used? For example; modals of deduction, present continuous for future use

Have something done (also called "causative have")

Target language: provide marker sentence(s) (that you ***will*** use in the class)

I'm going to have my house redecorated.

Focus on meaning: What does the target language mean? What is it used for (e.g. to describe a past habit)? How will you CONVEY AND CHECK the meaning of the target language and its uses? (Please include all concept questions and draw any timelines etc. that you intend to use). Make sure your target language is conveyed through a specific context.

This structure means that someone else does something for you. You do not do it yourself.
I'll convey meaning through the 2 cartoons from the coursebook, one of a woman with paint brushes ready to decorate and one of a person pointing to the yellow pages, obviously looking for professionals to redecorate her house. I'll have Ss match the speech bubbles ("I'm going to redecorate my house" and "I'm going to have my house redecorated") to the correct cartoon.
To check meaning I'll ask "in the first cartoon, is the woman going to do the work?" (YES) "in the second cartoon, is the woman going to do the work? (NO) "who is going to do the work? (maybe a painting and decorating company). "will she pay?" (YES – probably)

Focus of form: What is the breakdown of the form—as it will appear on WB/Handout

Subj + have + object + past participle

e.g. had (past simple)
be going to have
etc.

Focus on pronunciation: Include any relevant word/sentence stress, contractions, intonation, weak forms, etc. with phonemic transcript of key words.

o O o
/aimgəʊɪŋtəhævmaihausri:dekəreɪtɪd/ I'm going to have my house redecorated.
The main stress falls on the object (in this case 'house'.) Have is usually the subsidiary stress.

Potential problems and solutions: Meaning

P1: Ss may think the action is done by the subject
S1: Clarify using CCQs (did the subject) do the action?" NO

P2: Ss may confuse "have" with its lexical meaning of "to possess" (a state)
S2: If this problem arises ask "is this an action or a state?" Action.

P3: Ss may think that because we use the past participle this structure always refers to the past.
S3: Refer Ss to the model of the form and the example "I'm going to have my house redecorated" (on their handout) and use the following CCQs
"does this refer to the past, present or future? (Future). after the object what is the verb form? (Past participle). Does this mean it's connected with the past? (NO) so what changes the tense, the past participle or the tense of have? (the tense of have)"

Potential problems and solutions: Form

P1: Ss may struggle to remember some irregular past participles.
P2: Ss may invert the object and verb (I had painted my house)
S1&2: Monitor during spoken and written practice and conduct delayed correction, eliciting the correct form from Ss. If the error is made by the whole class, correct on the spot (as it is the TL) First, I'll indicate there's an error (facial expression, repeating error, using fingers etc.), encourage S to self correct, other Ss to peer correct or provide correction.

P3: Ss may have come across the contracted form of have when it's used as an auxiliary verb (I've, he's etc.) and may over generalize and think you can use it here. (E.g. I've my house painted.)
S3: During the presentation stage I'll ask "Is 'have' an auxiliary or is it the main verb? (Main verb) Can we say, "I've my hair cut every month"? No

Potential problems and solutions: Pronunciation

P1: Ss may have been told not to stress "have" when it's used as an auxiliary verb. In this structure 'have' is stressed.
S1: Highlight the sentence stress over the example sentence on the board. Model correct pron and use choral and individual drilling.

P2: Pronunciation of regular past participles (ending with –ed) as /ed/ when they should be /t/ (for verbs ending in unvoiced sounds) /d/ (for verbs ending in voiced sounds) and /Id/ (for verbs ending in /t/ or /d/)
S2: highlight /t/, /d/ or /Id/ sound on the board, model and drill

Advice for Completing your Grammar Analysis

Language area and use: What is the grammatical structure or function you intend to teach and how is it/are they used? For example; modals of deduction, present continuous for future use

The book often gives you the name of the structure. Use the grammar reference at the back of the book/ Swan to distinguish its use.

Target language: Provide marker sentence(s) (that you ***will*** use in the class)

Give one example for each structure that you're teaching. Use the ones from your lesson. Don't make up random examples plucked from obscurity!

Focus on meaning: What does the target language mean? What is it used for (e.g. to describe a past habit)? How will you CONVEY AND CHECK the meaning of the target language and its uses? (Please include all concept questions and draw any timelines etc. that you intend to use). Make sure your target language is conveyed through a specific context.

- Make sure you describe what the structure means.
- You MUST include CCQs. You MUST draw timelines if it relates to time.
- Is the structure presented in context in the book? If so, it's often easier and more effective to use this context than invent your own. If it's a text based presentation, consider how you'll raise interest in the TOPIC (not the language itself).
- Include aspects of appropriacy/formality if relevant.

Focus of form: What is the breakdown of the form—as it will appear on WB/Handout

- What are the parts of the structure itself?
- What is the form of the surrounding language?
- Are there alternative ways to structure the sentence? (E.g. contractions?)
- If the part of the structure never changes, write the word itself. If it changes then use the grammatical terminology.E.g. Future perfect:
  I will have gone.
  I -(use terminology because it changes) (subject)
  Will -(use word itself because it's always 'will') (will)
  Have -(use word itself because it's always have) (have)
  Gone – (Use terminology because it changes) (past participle)
  Subj + will + have + past participle

Focus on pronunciation: Include any relevant word/sentence stress, contractions, intonation, weak forms, etc. with phonemic transcript of key words.

- You must write the relevant parts of the structure in phonemic script.
- Mark which words are naturally stressed in the sentence.
- Include arrows for intonation if relevant.
- No need to write the entire sentence, just the relevant part. E.g with the above future perfect example, I'd transcribe "I will have gone" - /aɪwɪləvgɑn/NOT "I will have gone to Rio de Janeiro by the time he calls me".
- Think about how you say it in natural, connected speech NOT word by word. In this case we usually drop the /h/ and 've becomes a weak form: /wɪləv/ = will have (or will've)

Potential problems and solutions: Meaning

If you don't have teaching experience you're going to have to use your logic/common

sense/empathy with students.

- Which elements of meaning could logically cause problems?
- Could the structure's meaning be ambiguous depending on the situation?
- Are there any similar structures with a different meaning that could confuse students?
- How can you integrate solutions to these problems into your lesson? For each problem, specify how. Some you may want to address proactively, some you may only address if they arise.

Potential problems and solutions: Form

- Are there any parts of the structure that students may omit?
- Are there any parts of the structure that students may replace with other similar words?
- Could students add words to the structure incorrectly?
- Can the structure be contracted? If so, is it obvious what the contraction stands for?
- Are there any difficulties with spelling?
- How can you integrate solutions to these problems into your lesson? For each problem, specify how. Again, some you may want to address proactively, some you may only address if they arise.

Potential problems and solutions: Pronunciation

- Look at the phonemic transcription and think: "Does the structure sound the same way it looks?" (This is English – it probably doesn't!)
- Will students stress words which shouldn't be stressed? (hint: weak forms are ALWAYS a problem!!)
- Do we omit any of the sounds in natural speech (elision)?
- Will intonation affect the students' meaning? (hint: if you're teaching functional language, intonation is one of the main issues)
- How can you integrate solutions to these problems into your lesson? For each problem, specify how.

Language Analysis - Functions

Name …… Date……Lesson #……

Complete this sheet for all grammar or functional languagelessons that you teach.

Language area and use: What is the grammar or <u>functional language</u> you intend to teach and how is it/are they used? For example; modals of deduction, present continuous for future use

Functional language for making requests

Target language: Provide marker sentence(s) (that you ***will*** use in the class)

1. Pass me the pen please.
2. Could you help me?
3. Is it alright if I take tomorrow off?
4. Do you think you could send me the request by email?
5. Would you mind telling me those concert dates again?

Focus on meaning: What does the target language mean? What is it used for (e.g. to describe a past habit)? How will you CONVEY AND CHECK the meaning of the target language and its uses? (Please include all concept questions and draw any timelines etc. that you intend to use). Make sure your target language is conveyed through a specific context.

Making requests – varying degrees of formality. Sentences are in order above from least to most formal.

Focus of form: What is the breakdown of the form—as it will appear on WB/Handout

Imperative + base form
1. Pass me the pen please.

Could + S + base form
2. Could you help me?

Is it alright if + S + base form
3. Is it alright if I take tomorrow off?

Do you think you could + base form
4. Do you think you could send me the request by email?

Would you mind + ing
5. Would you mind telling me those concert dates again?

Focus on pronunciation: Include any relevant word/sentence stress, contractions, intonation, weak forms, etc. with phonemic transcript of key words.

For sentence stress see underlined words in sentences above.

Potential problems and solutions: Meaning

Ss may not understand that the imperative is the least formal and "Would you mind + ing in the most forma.

- Solution: use a cline to convey this after the gapfill activity. Correct any errors with appropriacy as they arise.

Potential problems and solutions: Form

Most of the exponents use base form so SS may not remember to use + ing with “Would you mind…?”.

- Solution: correct on the spot during T-S stages or monitoring.

Potential problems and solutions: Pronunciation

SS may use flat intonation or stress the incorrect word in the sentences.

- Solution: model exaggeratedly polite intonation and drill. Remind SS that content words are usually stressed not auxiliaries.

The question “Do you” is often shortened to /dəyə / or even /dzə/

- Solution: model, drill and point out that /dzə/ is colloquial/informal.

Language Analysis - Vocabulary

Complete this sheet for all lessons where you intend to cover new vocabulary.

Word/phrase

Rush hour

Meaning (keep it simple!)

Busy time of day when a lot of people are traveling. Trains are full of people and roads are full of cars

How will meaning be conveyed?

Pre teach using a picture of cars bumper to bumper on a busy highway with a clock showing 8am

What are your CCQs?

Is 3am rush hour? (No) is 5pm rush hour in New York? (Yes) are subway trains empty or full? (Full) does it take more or less time to travel in rush hour? (more)

Form noun	**Pronunciation** /rʌʃaʊər/
Anticipated problems and solutions Ss may have different rush hour times in their countries – ask "when is rush hour in your country?"Ss may pronounce hour with a /h/ sound. Highlight on board silent 'h', model and drill.	

Word/phrase Stuck	
Meaning (keep it simple!) Not able to move.	
How will meaning be conveyed? Pre-teach by using same picture of cars bumper to bumper. Acting out driving and not being able to move	
What are your CCQs? Can I drive forward if I want to? (No)	
Form adjective. Common collocations: get /be stuck (in traffic)	**Pronunciation** /stʌk/
Anticipated problems and solutions Ss may have heard the word in other contexts (e.g. stuck on an academic matter). If it comes up then tell them it's similar in that it means you can't go forward. Ss may try to use it as a verb as in "I'm sticking in traffic" – highlight part of speech on board.	

Word/phrase traffic jam	
Meaning (keep it simple!) a line of cars which are not moving. It could be because there are lots of cars on the road, because of an accident or road works	
How will meaning be conveyed? Pre-teach by using the same picture of cars bumper to bumper. Elicit by asking "so what is this line of cars called?"	
What are your CCQs? If the cars are moving fast is there a traffic jam? (no) Do people like being in a traffic jam? (no) What causes traffic jams? (road works, accidents, rush hour etc.)	
Form compound noun - countable	**Pronunciation** /træfæfɪkʤæm/
Anticipated problems and solutions Ss may make it plural by adding –s to traffic. Elicit that traffic is uncountable. Tell Ss that compound nouns are made plural by adding –s to the second noun. Some Ss have difficulty with /ʤ/ sound. Correct, model and drill as necessary	

Word/phrase

I can't stand it

Meaning (keep it simple!)

I hate it

How will meaning be conveyed?

Elicit, "I like it/don't like it/hate it"on a cline. I'll put 'I like it' on the right, point to the left and elicit "I don't like it / I hate it" then ask Ss "What's another way of saying 'I hate it'?

What are your CCQs?

I can't stand cauliflower. Do I like cauliflower? (No) would I be happy if my mum served me cauliflower for dinner? (No). Is it stronger or weaker than "I hate it"? (stronger)

Form	**Pronunciation**
verb phrase	/kæntstænd/

Anticipated problems and solutions

Ss may think "I can stand it" =I like it. Tell them we only use it in the negative. In the positive it means we're indifferent.
Can is a modal verb so doesn't operate like regular verbs in the third person (Ss may say 'she doesn't can stand it' OR 'he cans stand it'). Correct if necessary and add 'she' under 'I' on BB to show it doesn't change.

Word/phrase

pick someone up

Meaning (keep it simple!)

to meet someone at point A (e.g airport) to B (e.g. home), usually in their car.

How will meaning be conveyed?

Elicit through description of a context "if I arrive at JFK and my friend meets me there and drives me home they… (from the airport)?" (pick me up)

What are your CCQs?

My sister picked me up.Did she meet me somewhere?(yes) Did we stay there or go somewhere else? (go somewhere else) How do we usually travel? (By car – could be on motorcycle)

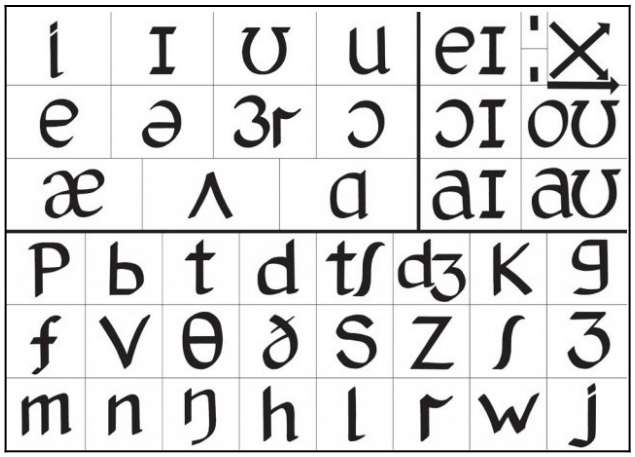
Form	**Pronunciation**
separable phrasal verb	/pɪk/ /ʌp / stress is on particle 'up'

Anticipated problems and solutions

Ss may try to put the object pronoun after the particle 'up'. (he picked up me). – tell them you can put an object noun before or after 'up' but if it's a pronoun it has to be put between 'pick' and 'up'.
Ss may have heard "pick someone up" to mean meet a woman/man in a bar. I'll deal with this, only if it comes up and point out the difference in meaning and that it's more informal.

The Phonemic Chart

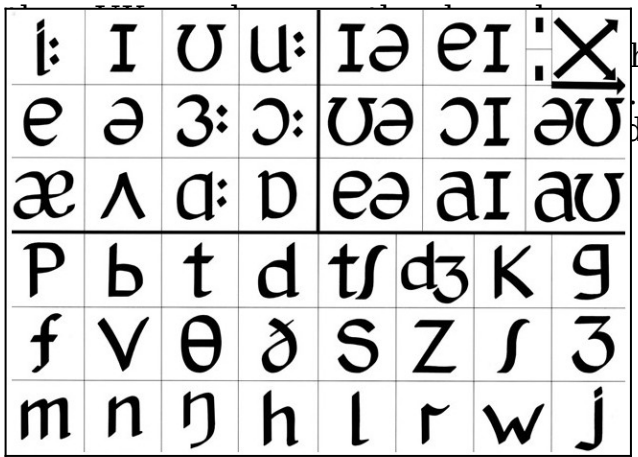
Here is an example of a phonemic chart that you will be using on the CELTA. It is helpful as it encourages learner independence (they can look up the pronunciation of a word in the dictionary), helps visual learners with their pronunciation and helps teachers provide a written prompt for learners when they review their notes from class.



This chart was designed by Adrian Underhill, based on sounds from the International Phonetic Alphabet. The IPA contains symbols to describe pretty much every sound in every language in the world. Underhill selected those sounds which are used in English and organized them into this chart. This one is based on American English.

	US chart	UK chart
	40 sounds	44 sounds
Some examples of differences	US chart	UK chart
flu	**/flu/**	**/flu:/**
early	**/ ɜʳli/**	**/ɜ:li:/**
door	**/dɔr/**	**/dɔ:/**
hot	**/hɑt/**	**/hɒt/**
car	**/kɑ:r/**	/kɑ:/
pure	**/ pju:r/**	/pjʊə/
ear	**/ir/**	**/ɪə/**
pair	**/per/**	**/peə/**
soap	**/soʊp/**	**/səʊp/**

The chart below is based on English from the UK. There are only a few differences and the chart is very similar. The consonant



Some useful websites:
An app to practice and learn the sounds:
http://www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/

To type then copy and paste phonemes into Word:
http://www.e-lang.co.uk/mackichan/call/pron/type.html

LESSON PLANNING

A TRAINEE'S GUIDE

THE FRONT PAGE

MAIN AIM

Your main aim is the most important part of your lesson plan. This is what you want the students to be able to do, or do better, at the end of the lesson that they couldn't do at the beginning. Think of your lesson in terms of you, the teacher, taking your students on a **journey**. Your main aim is your **destination**. Once you've decided where you want your students to go, the journey is much easier to plan. You should only have one main aim (or possibly two in a long lesson).

Express your main aims in terms of STUDENT OUTCOMES (what the students will do in the lesson), not teacher actions.

Examples of to standard main aims are:

- To present and provide controlled oral practice of the past simple in the affirmative, negative and question forms.

- To enable students to understand and use the structure 'used to + infinitive' in the context of childhood memories.

- To enable students to understand and use the following lexical items

related to sport. (then list the lexical items you intend them to learn)

- To enable students to understand and use the following expressions for making personal arrangements (then list the expressions you intend them to learn)

- To enable students to understand and use the following functional exponents for giving advice (then list the functional exponents you intend them to learn)

- To check and extend students' understanding of narrative tenses for telling a story, and to enable students to practise these in the context of a disastrous holiday.

- To enable students to prepare and then give a talk on the best places to visit in their country.

- To develop students' skills of listening for gist and specific information in the context of a newspaper article on relationships.

- To develop students' skills of listening for gist and specific information in the context of a an interview with a famous person

- To enable students to write a letter to a friend using linking structures for addition and contrast (eg What's more, although, despite, however, whereas)

If the main aim of your lesson is new language, then write down exactly what language you are planning to teach. For example, if you're planning to teach a structure or tense, write down an example of the structure / tense from the lesson (and the question and negative forms if you are teaching them). If you're planning to teach new lexical items or functional exponents, then list **all** the items you intend to teach.

SUBSIDIARY AIMS

As well as your main aim, you might also have some subsidiary aims. These are aims that are not the main focus of the lesson, but are aims that you hope will be achieved along the way on the journey to your main aim.

Examples of subsidiary aims are:

- To revise yesterday's vocabulary on the topic of housework.

- To develop students' skills of reading / listening for gist / specific information (if, for example, your main aim is a new language point and

you are presenting it through a text).

- To improve students' writing skills (if, for example, the writing is practice of a language point)

- To improve students' awareness of intonation (if, for example, you're teaching some functional language).

- To introduce vocabulary items related to travel (for example you're pre-teaching them for a reading text)

ASSUMPTIONS

These are the things relating to your lesson that you feel you can safely assume your students will know. For example:

- The students will be familiar with past participles of the verbs used in the lesson.

- The students will be familiar with the present simple active (if, for example, you are teaching the passive).

- The students will be familiar with meaning, form and pronunciation of the present perfect simple (if, for example, you are following on from another teacher who is going to present the language).

- The students will have a basic knowledge of the political systems in their own countries.

- The students will know some of the vocabulary included in the lesson (if you're doing a test-teach-test type lesson)

PERSONAL AIMS

These are aims that relate to *you as a teacher*, rather than the lesson itself, and will help you focus on your own personal development.

They could include such things as:

- To sit down more
- To make sure I include all the students
- To stop talking so much
- To give clearer instructions
- To check instructions
- To monitor more effectively
- To maintain a good pace

 To correct more during drilling

AIDS AND MATERIALS

These are the things you need to do the lesson; eg flashcards, tape, map of the world, cue cards for controlled practice, handouts, dictionaries etc. Listing them on the front of your plan will help you make sure you've got everything ready, and will be useful when you look back at the lesson after the course.

ANTICIPATED PROBLEMS AND SOLUTIONS

This is the section that you probably need to spend the most time thinking about. You need to consider what mishaps might befall you on your journey, and how you will deal with these if they occur. If you haven't got a bag full of solutions with you, you might not reach your destination!

LANGUAGE (on Language/Vocabulary Analysis Sheets)

Anticipated problems when focussing on language can be problems of meaning, form, pronunciation and possibly appropriacy (although remember that not every language item necessarily causes all these problems for your students). This section needs to be done in quite some detail. For example, 'They'll have problems with form' isn't enough! You need to say *what* problems they'll have with form - is it the question form, infinitive with or without 'to', word order, spelling, third person ‘s’ etc. Include this on your language analysis sheets (grammar or vocabulary)

Once you have anticipated the problems your students will have, you're half way there - now you only need to think of the solutions! These need to relate **directly** to your anticipated problems, and are the key to successfully arriving at your destination with your students still on the same bus as you! If you have anticipated their problems accurately and devised solutions to these problems, then you and your students will arrive at your planned destination. Again, your solutions need to be considered in some detail, and written on your plan.

SKILLS

Anticipating problems during skills work obviously depends on the skill you are working on. For receptive skills (listening and reading) you need to consider vocabulary problems, the content of the text, the degree of difficulty, your students' different abilities, the length of the text, any cultural problems the text or topic might produce etc. For productive skills (speaking and writing) you will need to consider whether the students have the appropriate language to do the task, whether they'll be interested in the

topic, problems with grouping your students, whether the students will have enough ideas to contribute etc.
Again, once you have thought of your problems, work out your solutions.

THE LESSON PLAN

Now you've decided where you and your students going on your journey, all the problems that might lie ahead and all the solutions you're going to put in your mental rucksack to deal with them, the next thing to think about is how to get there. Therefore think of your lesson plan as your **route map**; it tells you how you are going to reach your destination.

STAGES

Each lesson needs to be broken down into **stages**. You can have as many stages as you like, depending on the lesson.

Examples of stages are:

- lead-in
- pre-teach vocabulary
- presentation stage
- controlled practice
- freer (or less controlled) practice
- feedback
- first / second listening
- correction slot

STAGE AIMS

Each stage must have an **aim**; a reason why you're doing this in the class. What's more, this aim must in some way help the students achieve the **main aim** on the front of the plan; it must help them move forward on their journey to their final destination. If it doesn't, you might need to reconsider - perhaps you're getting sidetracked.

Examples of possible stage aims are:

- to generate interest in the topic of television
- to give students a written record of the language
- to present the question form and short answer

- to provide controlled oral practice of the new vocabulary
- to practise listening for gist
- to provide students with a written record of the language
- to provide free speaking practice
- to allow students to check their answers

PROCEDURE

For each stage aim, you need to decide how you are going to achieve this aim; this is your **procedure.** Your procedure says exactly what you are going to do in the class to achieve that particular stage aim. You don't need to write every single word you are going to say, although you might like to script your instructions, particularly at low levels.

Things you need to consider putting in your procedure are:

- model sentences (sentences you are planning to use to highlight meaning / form / pronunciation)
- concept questions (questions to check if students have the correct meaning of new language)
- your boardwork - what's it going to look like?
- generating interest questions
- instructions (particularly at low levels)
- vocabulary you are planning to pre-teach for skills work
- how you are going to highlight potential problems (eg which words you're going to drill, how you're going to highlight form on the board)

It´s also a good idea to write procedures from BOTH the teacher´s point of view AND learners´point of view:

e.g.

Teacher gives instructions to task:" Stand up, walk around and find someone who does the activities on your handout, for example…" Teacher gives example. ICQs follow: do you talk to one person, or everybody? Ss: Everybody. T: Do you have 5mins or 10mins? Ss: 10mins. Teacher signals

beginning of activity. Students do activity while teacher monitors. Etc.

TIME AND FOCUS

You also need to estimate the **time** you think each stage of your journey will take. Try to be realistic here - very few stages take two minutes! This will help you to time your lesson as a whole, and help you reach your destination before the man with the big hook comes to haul you off the stage!

Finally, think about the **focus** of the class for each stage.
This will help you think about what the students are doing in the class, and help you achieve a variety of focus during the lesson.

However, don't head for the pub straight away, because having written your plan, you need to **check** it.

CHECKING YOUR PLAN

When you've finished your plan, check the following:

1) Is there a variety of focus in the lesson? If there are too many T - S stages, the lesson is probably going to be too teacher centred.

2) Is your plan logical and does each stage follow on from the previous one?

3) Look at your plan **backwards**. Do the students have the necessary language or information to be able to do your final activity? For example, if the students are asking each other questions at the end, have they been taught the question and the answers?

A FEW FINAL WORDS OF ADVICE...

I know how daunting all of this looks, particularly this early in the course. However, this is intended to help you think more clearly about **what** you are doing in the classroom (the stage), **why** you are doing it (the aim), and **how**

you’re going to do it (the procedure). Once you start doing this more effectively, your lessons are much more likely to be successful, and your students will arrive at the destination beaming with smiles and showering you will gratitude (maybe!).

Finally, a few tips while you're planning:

- For your first couple of plans, if you can't think what to write in one of the boxes, leave it. Your tutor will fill it in for you.

- Try to time your lesson realistically. Watch your colleagues and see how long each stage lasts.

- Plan first, and make your materials second.

- This is a working document, not an essay to hand in to us to be corrected. Try to write the plan so that you can refer to it in the lesson (and **do** refer to it in the lesson; it's not cheating!).

You may hate us now, but you'll thank me for this later (maybe!).

HAVE FUN!!

Observations

One important component of the course is observation of other teachers. This is divided into two sections: observation of experienced teachers and observation of your peers. These observations are invaluable in giving you insights into new teaching ideas, classroom techniques, presence, and also an ideal way to observe the students and how they respond and work.

1) Experienced teachers

A total of six hours will be spent observing in some combination of the following:

* CELTA Tutor or Practicing teachers

You will observe your tutor or a in-service teacher teach a class of students. Use this as a model to how you should set up your own classes.

* Video Observation – two/three hours

You will see a selection of videos on teaching in different contexts and have the chance to analyze them for positive and negative aspects.

2) Peer Observations

When not teaching, it is the responsibility of the trainee to observe lessons and make appropriate notes related to the lesson observed. Various points may be discussed in feedback, thus trainees should make an effort to gather as much information as possible.

Observation of Tutor

When observing today's lesson, consider the points below. What is there about the classroom, the activities, the teacher and the students that helps to create conditions for effective learning?

The Classroom
Makes notes on the classroom, considering seating arrangements, teaching aids, pairing/grouping of students and how these are changed during the lesson.

The Teacher
Comment on the rapport between teacher and students. What is the teacher's role at various stages of the lesson? What is the balance between teacher and student talking time? Comment on the teacher's instructions and use of voice. How does he/she get the student's attention?

The Learners
How motivated are they? Why? Are they taking part in their own learning? Is the teacher challenging them or doing most of the work him/herself? What did they learn in this lesson?

The Activities
Make notes of the activities used. What did students actually do? What was the balance between teacher and student involvement? How were the activities set up and brought to a close?

Summary
What will you take away from this lesson?

Observation task

External Observation of Experienced Teacher

1. How does the teacher engage the students at each stage of the lesson?

2. Is there a balance of activities?

3. How long does each stage of the lesson last?

4. What is the balance of students' to teacher talking time?

5. How effective are the instructions given?

6. Is there a variety of interaction patterns?

7. In what ways is the class, and the way it was run, different from the classes you've observed on the CELTA course?

8. In what ways were the students similar and different from our students on the CELTA course?

9. What did you discover from the experience of attending a class at a language school?

Self-Reflection Sheets

HOT Lesson self- evaluation & feedback preparation

This is a short summary of aspects which you feel worked well and others which could be improved in your lesson. Consider your lesson as a whole in terms of the lesson aims, and the syllabus criteria we´re looking for at this stage of the course.

Things to consider:

- *Were the aims achieved? State the evidence specifically. Exactly where and how in the lesson?*
- *What was the lesson´s strong and weak points? Analyse why things worked or didn´t work. What does this tell you about effective teaching?*
- *Based on the above, what will you do in this lesson and subsequent lessons to improve your teaching?* ***Come up with clear and specific action points.***

SELF- EVALUATION:
CONCRETE ACTION POINTS FOR NEXT TP:

For TUTOR use only - Comments (optional)	_____ Assessment of this section:

	(4n, 5m, 5n)

Assignments

Administration

• You must submit all 4 assignments in order to be considered for a pass result on the course and be eligible to receive a CELTA certificate.

• Assignments need to be typed (with the exception of LRT, which could be handwritten).

• Please hand in assignments by the time specified on the course timetable.

• All assignment submission dates are on the CELTA timetable.

• ***Failure to hand in assignments on time will be considered a professionalism issue and will be reflected in the comments on your final report that you will use to secure employment after completing the course.***

• Tutors will mark and return assignments at the earliest opportunity.

• All assignments have a minimum word count of 750 and a maximum word count of 1,000. Please stick to the word count. There is a 10% leeway.

Marking

Pass on first submission

• If the feedback sheet has 'pass on first submission' circled, you have successfully completed the assignment and can file it in your CELTA portfolio.

• Please record the assignment result in the appropriate box on page 8 of your blue Candidate Record Booklet (CELTA 5), which is kept in your CELTA portfolio.

Resubmissions

• If your assignment does not meet the criteria, you will need to make changes or additions and resubmit it.

• You will know an assignment needs to be resubmitted if 'Resubmit' on the feedback sheet has been circled.

• Read the tutor's comments on the feedback sheet carefully and make any necessary changes or additions on a separate sheet of paper to be attached to the original. If you resubmit the whole assignment, please mark the sections which you have changed clearly.

• ***Do not under any circumstances alter the original work.*** Do not use white-out, correction tape, scribbles or any other means to cover what you originally submitted.

• The Cambridge assessor needs to be able to see your original work as well as any changes or additions you make for resubmission.

• **When you hand in a resubmission, please include the 'cover sheet' where the tutor has provided feedback and recorded your grade as well as the entire original assignment.**

• You may resubmit each assignment only once.

• If an assignment is a 'pass on resubmission', please mark this on page 8 of your Candidate Record Booklet, again in the appropriate box.

Fail on resubmission

• If the resubmission does not meet the criteria, your assignment will be a 'fail on resubmission' and your tutor with check this box on the feedback sheet.

• You may fail one (1) of the four assignments and still be considered for a 'B' grade, provided that you have been able to meet the criteria on which you failed in another way - i.e. during your teaching practice.

• If you fail two (2) or more assignments, you automatically fail the course.

International House
Cambridge CELTA

Name: _____

Assignment 3 – Focus on the Learner

(please submit with your assignment, and check that you have addressed each criterion)

Marking criteria	CP to Check	Tutor's Comments	Tutor To Standard	Tutor Not to Standard
Learner's background Concisely described relevant aspects of learner's language learning background (e.g. learning style) & motivation behind learning				
Learner's first language Described the learner's first language and highlights some similarities and differences between it and English. Acknowledges resource(s) used				
Analysis of learner's English language usage Identified main difficulties in pronunciation, grammar and written discourse				
Suggested Strategies Provided specific strategies for dealing with identified language problems tailored to the individual's needs. Select one grammar and one pronunciation task (e.g. from published materials) and attach them as an appendix.				
Rationale Demonstrated understanding of language learning and teaching approaches covered on the course by providing a rationale for using specific activities to address the learner's area of weakness				
General & Terminology Correctly using terminology				

relating to the description of language systems and skills Finding, selecting and referencing information from one or more sources using written language that is clear, accurate and appropriate to the task				

Cambridge CELTA Criteria for *Focus on the learner* assignment:

Candidates can demonstrate their learning by:

a. Showing awareness of how a learner's / learners' background(s), previous learning experience and learning style(s) affect learning.
b. identifying the learner's/learners' language / skills needs
c. correctly using terminology relating to the description of language systems and language skills
d. selecting appropriate material and / or resources to aid the learner's/learners' language development
e. providing a rationale for using specific activities with a learner / learners
f. finding, selecting and referencing information from one or more sources using written language that is clear, accurate and appropriate to the task.

Statement of Authorship
(to be signed by trainee before submitting)

I declare that this assignment represents my own work. I have not copied from the work of other students and I have not allowed or enabled others to copy from my work.

Trainee Name: _____ Signature: _____ Date: _____

Candidate Grading

Pass		Comments on the first submission	
Re-submit by date		Comments on second submission **Pass/Fail**	

(resubmit as an appendix to the original)

Tutor's signature: _____Tutor's signature:

_____

Date: _____ Date: _____

International House
Cambridge CELTA

Assignment 3 – Focus on the learner
Learner Case Study

(Length: 1000 words, there is a 10% leeway on the word count)

Objective: To investigate the learning context and to assess the needs of a specific learner; to identify why such needs might exist based on the learner´s background (L1), and to suggest specific language focused activities which might help the learner.

Although this task is not due until later on the course, you will need to start working on it in week 2 in order to compile the resources required. Please read through the entire assignment (below) before commencing.

Compiling your resources:

Choose a learner (from your teaching practice group or not, this is up to you) in whom you are interested and who is willing to cooperate as the 'subject' of your study.

Arrange to meet with the learner for a 15-minute conversation which you should record. Also, ask your learner to bring a short piece of writing on a pre-arranged topic.

Prepare some questions for the interview based on the information you are required to present in your case study (see section 1A below). Make sure your questions are mostly open-ended, encouraging the learner to talk extensively in order to elicit enough language, or data, to analyse. Find a quiet place to conduct the interview. You will need an audio cassette and a recorder (you could use your laptop, mobile, Iphone, Ipad, etc).

Learner English, by Michael Swan and Bernard Smith, is a useful resource for looking at common English language difficulties of learners of specific

cultures. A copy of the chapter on Spanish speakers is included in your portfolio. Please include references to this and any other resources you use.

Procedure (this is what you'll DO)

1) Coordinate with your TP group so that you choose different students. After TP on the day indicated by your trainers, sit down with your learner and ask him/her about the areas listed in appendix 1 and make notes on their answers. Feel free to ask more questions, appendix 1 is just a suggestion. This should be a natural conversation so respond to what the students say but, as you're listening, also pay attention to the language the learner uses to answer your questions. Are any of their answers difficult to understand? Collect errors with grammar and pronunciation.

2) Set the homework task (appendix 2). You could either set it as homework, or have the learner do it here at IH (we suggest the latter, as this will produce more authentic output). Collect the text and analyze the learner's linguistic and communicative competence. Comment on task achievement, clarity of communication, range of language used, as well as grammatical accuracy. Make a copy of the assignments and give the assignment back to the learner, remembering to point out the positive as well as the negative. Keep the original text as you will need to attached this to your assignments.

3) Observe your learner in teaching practice lessons during stage one and make notes on their language weaknesses. Also, pay attention to their behavior and interaction and what this says about their learning style. (extrovert/introvert? Tolerant / intolerant of ambiguity?, etc.). This will help you for part 1 of the assignment.

4) Look through published material (course books, supplementary resource books, etc.) to find suitable activities to help your learner with the identified weaknesses. If you can't find a suitable activity for the problems, then you can create an activity of your own.

Report (this is what you'll WRITE)

1) In Part One, write a profile of the learner under the following headings:

- Learner background: brief outline of previous English language learning experience including comments on the methodology eg. grammar translation, regular practice of the 4 main skills, etc.), learning style, and their perceived strengths and weaknesses, motivation)

- Learner´s L1 vs L2. brief outline of the differences and similarities between the learner's first language (most likely Spanish) and English, relevant to the specific problems you identify in Part 2 of this assignment, including how this might interfere or help with their English learning in this specific

context you are teaching in. Consult *Learner English* by Swan and Smith.

Recommended: use around 400/500 words.

2) In Part Two you will **refer** to the taped interview and the writing sample, analyse and comment on your learner's linguistic ability and identify **areas of weakness** (ie. areas in which the learner makes consistent or regular errors)

- Your analysis will most likely be organised using the following categories. Below each category are suggestions of problem areas to consider. Aim to address 1 area of weakness for each category.

(i) **Pronunciation** (learner's spoken English only)
Consider: individual sounds, word stress, connected speech, sentence stress and intonation.

(ii) **Grammar** (written and spoken)
Consider: syntax, verb structures, use of articles, prepositions, complexity of language used.

(iii) **Writing** (written work)
Consider: the learner's written communicative ability (ie. how well the message comes through), organisation (paragraphing, use of linkers) and mechanics (punctuation and spelling).

- Aim to list 2-3 **examples of learner error** for each area of weakness (to show this is a consistent error). NB: You do not need to transcribe the whole tape.

- With each error illustrated, give the correct version of what the learner wishes to express. In identifying pronunciation errors, you should use **phonemic script (IPA)** to identify the error and the corrected version.

- Attempt to indicate why such mistakes are made. *Learner English* should assist you in this area.

- Recommend **specific strategies** or remedial work (ie. gap-fill with verbs missing, oral presentations, minimal pair work) to help the learner overcome **each area of weakness**.

- You should attach tasks that match the areas of weakness (**one grammar task and one pronunciation task**).

- A grid format, such as that below, is required for part 2 of the assignment.

EXAMPLE:

<table>
<tr><td colspan="2">Category:
Pronunciation</td></tr>
<tr><td colspan="2"><u>Problem area</u>: Individual Sounds
Felipe’s most predominant pronunciation error occurs when encountering /ð/. He
generally pronounces it as /d/. The converse error also occurs, but not as</td></tr>
<tr><td><u>Examples</u>:
Incorrect pronunciation:

Other /
ˈʌd.ər/ Then
/den/
Bad /bæ ð/</td><td>

Correct pronunciation:

/ˈʌ ð.əʳ/
/ ð en/
/bæd/</td></tr>
</table>

Why?
Felipe's predominant error (replacing / ð / with/d/) has not been mentioned by
Kenworthy (1987), Kelly (2000) nor Coe (1987). However,
Kenworthy (1987) has pointed out Spanish-speakers may replace /d/ with / ð /. According to Coe (1987), / ð /
is not a phoneme or a near-phoneme in Spanish (particularly in

Strategies

- The sound and pronunciation of /d/ and / ð / need to be compared and contrasted. For example, Kenworthy (1987) has suggested drawing students'
  attention to "the definite contact between tongue and roof of the mouth needed
  as a starting position for /d/, and the sound's quick release".
- Underhill (1994) has suggested using pocket mirrors to draw learners' attention to phoneme-related mouth movements. Being a visual learner, Felipe might
  benefit from this (and/or diagrams, Underhill, 1994).

[3] It could be made using Tools for Educators' *Free Domino Maker* (n.d.) and might look like the worksheets shown in Appendix A.

Appendix 1 **Interview the learner**

Name

Age

Nationality

Job / studies

Reasons for learning English / motivation

Personal goals with English.

Language learning background - English / other languages.

Student's impression of his/her weak and strong areas.

Activities they enjoy / find useful in class.

Feelings about learning English / English-language culture

Contact with English outside the classroom (including work)

Time dedicated to English study out of class and what type of study

Appendix 2
Homework
Dear Student,

During this first week, our teachers need to complete a written profile of the students in this class. The questions you've answered today are really useful in getting to know you. The teachers also need a sample of your written language so that we can analyze your strengths and weaknesses in writing. We'd also like to know more about you! We would be very grateful if you could write a short text (three paragraphs) answering **ONE of these questions:**

- What have been your **best** and **worst** experiences in Mexico?
- Write a horror story.

Thanks a lot!

The teachers at IH!

International House
Cambridge CELTA

Name: _____

Assignment 1 : Language Related Tasks

(please submit with your assignment)

Marking criteria	Trainee to Check	Tutor's Comments	Tutor To Standard	Tutor Not to Standard
Discourse Analysed discoursal features effectively				
Grammar (Meaning) identified the concept of the TL in simple words				
Used appropriate means to check concept; ie concept questions, timelines, etc.				
Grammar (Form) labelled the different parts of speech correctly				
Grammar (Pronunciation) Analysed relevant features of phonology, including sentence stress (and IPA were relevant).				
Grammar (M, P, F) Identified Problems and Solutions effectively.				
Vocabulary Completed Vocabulary Analysis Sheets (one per item)				
identified M correctly and used appropriate CCQs				
Identified Form and Pronunciation				
Identified Problems and solutions for each vocabulary item				
written at a level of accuracy which does not jeopardise clarity and comprehensibility, and which reflects a knowledge of discourse, grammar, punctuation and spelling.				

included references to appropriate resources where used				

Cambridge CELTA Criteria for *Language related tasks* assignment(s):

Candidates can demonstrate their learning by:

a. analysing language correctly for teaching purposes
b. correctly using terminology relating to form, meaning and phonology when analyzing language
c. accessing reference materials and referencing information they have learned about language to an appropriate source
d. using written language that is clear, accurate and appropriate to the task

Statement of Authorship
(to be signed by trainee before submitting)

I declare that this assignment represents my own work. I have not copied from the work of other students and I have not allowed or enabled others to copy from my work.

Trainee Signature: _____ Date: _____

Candidate Grading

Pass		Comments on the first submission	
Re-submit by date		Comments on second submission **Pass/Fail**	

(resubmit as an appendix to the original)

Tutor's signature: _____Tutor's signature: _____

Date: _____ Date: _____

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Written Assignment One:

Language Related Tasks

In this assignment you will be asked to analyse language in terms of:

- Discourse
- Grammar
- Vocabulary
- Pronunciation

Assessment criteria for this assignment:

- Analysing language for teaching purposes
- Correct use of terminology relating to meaning, form and pronunciation
- Accessing appropriate reference sources
- Using written language that is clear, accurate and appropriate

Suggested reference materials:

- Practical English Usage: Swan, OUP
- About Language: Thornbury, CUP
- Grammar for English Language Teachers: Parrot, CUP
- English Grammar in Use: Murphy, CUP
- Learner English: Swan & Smith, CUP

Your assignment should be well-presented and free of mistakes in spelling, punctuation, vocabulary and grammar. You must use appropriate reference materials to check terminology and ensure understanding.

Include, at the end of the assignment:

- **a bibliography**
- **a final word count**

Length of assignment: 1000 words.

All the language you will be analysing for this assignment is included in the text below.

This is an excerpt from *"I See What you Mean"* from *Using Spoken Discourse in the Classroom* by *Anne Burns, Helen Joyce and Sandra Gollin (NCELTR 1996)*. It is a transcription of native speaker language.

Context: Two speakers, *Charlotte (Ch)* and *Naomi (Na),* are middle-aged women. They are friends and have met at a restaurant. Charlotte's sister,Rachel, is Naomi´s friend, but is absent. *Jane* is Charlotte's daughter, *Mary* is her granddaughter and *Joseph* is Jane's husband.

1 ***Ch.*** Oh. Hello Naomi.

2 ***Na.*** Hello Charlotte. Nice to see you tonight. Where's Rachel?

3 ***Ch.*** Probably stuck in a traffic jam.…**but** I must tell you about what I did today.

4 one of my most ***embarrassing*** moments…. I went to Mary's Speech Day this morning,

5 **then** we went shopping, **and** on the train home I suddenly realised I didn't have my

6 keys. I had left the car at home **so** I hadn't picked up my ***purse*** with the car and house

7 keys in it. So we got home and found a door open which only goes into the play room.

8 So Jane and I managed to get into the play room. Then we had to prise off a

9 *fly-screen* and climb through the window … with my parcels, in my good dress a my

10 high heels and that's how we ***managed to*** get in. Otherwise we wouldn't have made

11 it here tonight. We'd have been sitting on the doorstep waiting for Joseph to com

12

13 home, I think.

14

15 ***Na.*** Oh, it's a wonder …….lucky no-one saw you. They might have thought you were

a ***burglar.***

Ch. Well it took about 5 minutes to break in and I thought if you were a professional burglar you probably would do it in about half the time… so I don’t feel secure any more.

Na I see… well, and what about your holidays? Are you still thinking about going to Italy?

Ch. I don’t know…. I mean, we all are really looking forward to going on holiday, but …..

DISCOURSE:

1. How would you describe the communicative *function* (*meaning*) of *Hello Charlotte. Nice to see you tonight*. (line 2)
2. Provide 2 other ways to perform the *same function*. Your examples should show different degrees of formality. Refer to the level of formality and say in which contexts they would be used.
3. What is the purpose of the following words in the text? (Consider such concepts as: *addition, time sequencing etc.*). Refer specifically to the context of the text.

    - *but* (line 3)
    - *then* (line 5)
    - *and* (line 5)

DISCOURSE EXAMPLES

1. The communicative function of *'Let's go out tonight'* is suggestion.
2. If you´re not busy, would you be interested in going out tonight (a bit formal – perhaps between newer acquaintances)
   Are you up for going out tonight? (more casual – between friends)
3. *Well (line 15)* Discourse marker that is used here to link Charlotte´s statement back to Naomi´s suggestion.

GRAMMAR & PRONUNCIATION

Look at the following two sentences taken from the text:

*I suddenly **realised** I **didn't have** my keys. I **had left** the car at home.*(lines 5 & 6).

...if **you were** a professional burglar, **you probably would do i**t in about half the time (lines 15 & 16)

Meaning:

1. Identify the concept of the TL in simple words.
2. Write two to four concept check questions (with answers) to check students' understanding.
3. Write **two** anticipated problems and solutions for the **meaning.**

Form:

4. How would you highlight write the form on the board, elicited from the students?

5. Write **two** anticipated problems and solutions for the **form.**

Pronunciation:

6. Highlight any relevant features of phonology

7.Write **one** anticipated problem and solution for the **pronunciation**

GRAMMAR EXAMPLES

EXAMPLE:

We are looking forward to going on holiday. (Pre-intermediate level)

Meaning:

1. Identify the concept of the TL in simple words:
   The speakers in the present are positively anticipating a future event.

2. Write two to four concept check questions (with answers) to check students' understanding.
   a. are they on holiday now? (No)

b. Do they want to go on holiday? (Yes)
c. How do they feel about it? (excited)

3. . Write two anticipated problems and solutions for the **meaning.**

	Problem	**Solution**
1)	*Students might think the holiday is happening now.*	*Draw a timeline* now holidays x----------| <_____|_____x_____>
2)	*Students might think she is literally what it doesn't mean.* *"looking forward".*	*Ask CCQ's to check the meaning of* *E.g. Are they looking at a picture of a holiday? (no)* *Do they "see" their holiday or are they thinking about it? (thinking about it)* *Elicit other examples of things we "look forward to".*

Form:

4. How would you highlight write the form on the board, elicited from the students?

(be)	*look + ing forward to*	*verb + ing*
am		
is		

5. Write two anticipated problems and solutions for the **form.**

	Problem	**Solution**
a.	*SS use the wrong part of the verb* *model and drill to* *e.g. "Look forward to go..."*	*Highlight form on the WB, reinforce it.*
b.	*SS leave out "to"*	*Highlight "to" in a different color and model and drill. Use finger highlighting to show the position of "to"*

Pronunciation:

6. Relevant Features of phonology (Schwa, sentence stress).

* * * *

<u>They are looking forward to going</u> on holiday.

/ə/ /ə/

7.Write one anticipated problem and solution for the **pronunciation.**

Problem	Solution
a) *SS pronounce "to" as **/tu:/** the /ə/sound on the*	*Model, drill and beat the stress. Mark board.*

Place REFERENCE SOURCE here at the bottom of the page

VOCABULARY & PRONUNCIATION

The following words appear in the text:

- embarrasing (line 4)
- managed to (line 10)
- burglar (line 14)

For each item of lexis, complete one vocabulary analysis sheet as though you had selected these vocabulary items to pre-teach in a lesson.

Vocabulary Analysis Sheet – Vocabulary

Word/phrase	
Meaning (keep it simple!)	
How will meaning be conveyed?	
What are your CCQs?	Anticipated problems & Solutions of Meaning
Form (e.g Spelling, regular, irregular, transitive, intransitive, collocation)	Anticipated problems & Solutions of Form
Pronunciation	Anticipated problems & Solutions of Pronunciation

VOCABULARY EXAMPLES

Vocabulary Analysis Sheet – Vocabulary

Word/phrase traffic jam	
Meaning (keep it simple!) a line of cars which are not moving. It could be because there are lots of cars on the road, because of an accident or road works	
How will meaning be conveyed? Pre-teach by using a situation and storyline T: "So, I woke up very late today, 10am! I start work at 10:30am, so I didn´t take a shower , I was really worried. So I got in my car and started driving desperately… then.. what do you think happened? SS: you… (thinking) T: I got even more worried and stressed out! I saw something on the road… what did I see? SS: cars T: yes! One or many? SS: many! T: Yes! Many many cars. I was in a Traffic Jam!	
What are your CCQs? If the cars are moving fast is there a traffic jam? (no) Do people like being in a traffic jam? (no) What causes traffic jams? (road works, accidents, rush hour etc.)	Anticipated problems and solutions of Meaning Problem: Learners might still not get the Meaning of the word (even after CCQs and elicitation) Solution: I will show pictures of traffics jams, and ask learners if they have been in a traffic jam, where and when, what happened.
Form (Spelling, regular, irregular, collocations?) <u>compound noun</u> <u>countable:</u> **a** traffic jam <u>collocation:</u> **To be in/ stuck in** a traffic jam	**Anticipated problems and solutions of Form** Ss may make it plural by adding –s to traffic. Elicit that traffic is uncountable. Tell Ss that compound nouns are made plural by pluralizing the second noun.
Pronunciation * /'<u>træf</u>æfɪkʤæm/	Anticipated problems & Solutions Some Ss have difficulty with /ʤ/ sound. Correct, show IPA, model and drill as necessary.

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Name: _____

Assignment 4: Language Skills Related Task

(please submit with your assignment)

Marking criteria	Trainee to Check	Tutor's Comments	Tutor To Standard	Tutor Not to Standard
Selected an appropriate authentic reading or listening text, and identified the receptive language skills and /or sub-skills that could be practiced using the chosen text.				
Designed appropriate tasks to develop receptive language skills in relation to the text, with suitable rationale.				
Identified appropriate productive skills and designed appropriate tasks to practice productive language skills in relation to the text with brief rationale.				
Submitted a sufficient outline of a lesson plan, demonstrating awareness of staging of a receptive skills lesson.				
Correctly used terminology that relates to language skills and sub-skills.				
Found, selected and referenced appropriate materials from one or more sources				
Written at a level of accuracy which does not jeopardise clarity and comprehensibility, and which reflects a knowledge of discourse, grammar, punctuation and spelling.				

Cambridge CELTA Criteria for *Language skills related tasks* assignment:

Candidates can demonstrate their learning by:

a. correctly using terminology that relates to language skills and sub-skills
b. relating task design to language skills development
c. finding, selecting and referencing information from one or more sources using written language that is clear, accurate and appropriate to the task

Statement of Authorship
(to be signed by trainee before submitting)

I declare that this assignment represents my own work. I have not copied from the work of other students and I have not allowed or enabled others to copy from my work.

Trainee Name: _____ Signature: _____ Date: _____

Candidate Grading

Pass		Comments on the first submission	
Re-submit by date		Comments on second submission **Pass/Fail**	

(resubmit as an appendix to the original)

Tutor's signature: _____Tutor's signature: _____

Date: _____ Date: _____

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Assignment 4
Language Skills Related Task

(Length 750 words *not including text and tasks,* there is a 10% leeway on the word count)

Background information:

Objectives:

- To identify the receptive language skills and/or sub-skills that could be practised using an **authentic** reading or listening text;
- to identify productive language skills that could be practised in relation to that text;
- to create appropriate tasks for students to practice those skills/sub-skills.

.

You must do some background reading on language skills and using authentic texts and reference this in the assignment (Meaning, you will **cite and quote authors**!) Some recommended titles in the resource library are:

- Harmer "The Practice of English Language Teaching" (Longman)
- Grellet: " Developing Reading Skills" (CUP)
- Scrivener "Learning Teaching" (Macmillan Heinemann)

There are some other useful titles you would read, so use the CELTA library! You should review handouts and notes on Receptive Skills given to you by your tutors .

Compiling your resources:

- Select the class and level you are preparing this lesson for. (You may want to use this lesson for your last TPs, so consider doing it for the level you will be teaching in weeks 3-4.)
- Consider both the learners' interests and their needs in terms of skills development.
- Based on the above, select a text (e.g. a newspaper or magazine article, a travel brochure, an advertisement, a catalogue, an authentic dialogue, news clip, a letter or something from a published ELT coursebook).

This assignment consists of four parts:

Part 1: Text and Rationale
Select an authentic text (reading or listening) which you consider appropriate in level and topic for your current or final group. Be sure to include a copy of the text and reference the source. Provide a rationale for your choice of text in terms of level and interest value for the group you have in mind. Consider the text type and why it is relevant for the learners. You will need to be able to reference sources that informed you about how to choose an appropriate text. Be sure to include the page reference when mentioning your source.
NOTE: If it's a listening text, please attach a transcript. If this doesn't exist, include a copy of the listening on CD / internet link, etc.

Part 2: Receptive Skills and Tasks
Identify which receptive skills and sub-skills could be practiced in relation to the text and how. Consider how you can help SS negotiate comprehension of the text type you've chosen. Submit **at least two (2) appropriately sequenced tasks** of your own design that you could use to practice these skills, following the framework of a receptive skills lesson. Include a rationale for your tasks in light of the sub-skills identified. You should reference source(s) in-text that helped you select and rationalize your tasks.

You must submit these tasks as you would give them to students, not just describe them. Include an answer key.

Part 3: Productive Skills and Task
Identify which productive skills (writing or speaking) could be practiced after the comprehension activities. Submit at least **one** task of your own design that you could use to practice these skills. This activity should practice skills (writing or speaking), not teacher-specified target language: for example, role-play, writing a letter to a newspaper, discussion, debate, etc. Again, submit the task as you would give it to the students in a handout, don't just describe it. Include a rationale for using your task referencing your reading sources.

Part 4: Outline Lesson Plan (THIS SHOULD BE AN APPENDIX)
Submit an *procedure page* of a 60 minute lesson indicating clearly the sequence of activities you might use. This is NOT a full-blown lesson plan: you will only include the procedures page of your usual lesson plan (section 5), do not write out a cover page (see appendix 1). There is no need to include your PRE-tasks (this assignment is only about **While** and **Post stages**)

Upon approval and after passing the assignment, you may be allowed to teach this lesson for your 60 minute TPs in the last week on the course.

Please note

- Provide a copy (photocopy of text or tapescript) of the text material.
- Double-space your writing.
- Use subheadings provided in task instructions where applicable.
- Read the criteria on the other side of this page, sign, and hand in as cover page.

EXAMPLE for part 2:

While-text tasks

Reading-for-gist

Task aims

Students should: get a general idea of what the text's themes and basic structure by skimming through it.

Task mechanics

A picture of Debbie Davies is displayed to introduce the task and the class speculates about her life in a brief discussion. Students are issued with a copy of the text with missing subheadings, as well as a list of possible subheadings (Appendix C). Learners are asked to match the subheading with the appropriate section of the text within a given time frame (e.g. 5 minutes). There is one spare subheading, irrelevant to the text's content.

Interaction patterns will escalate from individual work to pairwork, and finally open-class-feedback (OCFB), at which point many queries will have been addressed by either the teacher (while monitoring) or during pairwork. Students begin the task individually, at their own pace, providing them with some "breathing space" after whole-group discussions and lockstep. Pairwork increases student-talking-time (STT) and allows students to check answers. Mixed-ability pairs provide weak learners with extra support, as well as simultaneously reinforcing strong learners' knowledge through having to explain (Harmer, 2001).

While monitoring, the teacher will prompt students' incorrect answers and identify students with correct answers who can then write them on the board for OCFB.

The teacher should try his/her best to ensure only correct answers are written on the board to:

- avoid student embarrassment of doing something wrong in front of the whole group
- as this is an Elementary class, students are likely to rely heavily on what is shown on the board and they might not realise it's wrong.

Rationale

Learners will get a general idea of the text's themes and structure with this task. The text is divided into sub-sections, therefore directing students' attention to its structure. As well as providing a structure for the writing task, this break-down will help students to overcome the overwhelming feeling of facing a long text in another language (Scrivener, 2005). HArmer (Harmet, 2010) states that reading skills shoudl be developed starting with top-down processing activities, thereby facilitating Reading comprehension for later bottom-up use. For this, the extra subheading encourages learners to skim through the entire text rather than just putting the left-over subheading in the last remaining blank.

Appendix 1:

STAGE AND OBJECTIVE ***Note the objective of each stage***	TIME	INT ´R	**PROCEDURE** **TEACHER AND STUDENT ACTIVITY**

International House
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Name:_____

Assignment 2: Lessons from the classroom

(please submit with your assignment)

Marking criteria	Trainee to Check	Tutor's Comments	Tutor To Standard	Tutor Not to Standard
Area selected is appropriate and useful				
Reflected effectively on own classroom teaching, showing insight into the principles of learning and teaching				
Related the observations of peers and experienced teachers to own teaching				
Identified reasonable aims for subsequent lessons during and beyond the course. Described in a				

specific way how these will be achieved				
Written at a level of accuracy which does not jeopardise clarity and comprehensibility, and which reflects a knowledge of discourse, grammar, punctuation and spelling				

Cambridge CELTA Criteria for *Lessons from the classroom* assignment:

Candidates can demonstrate their learning by:

a. noting their own strengths and weaknesses in different situations in light of feedback from learners, teachers and teacher educators
b. identifying which ELT areas of knowledge and skills they need further development in
c. describing in a specific way how they might develop their EL knowledge and skills beyond the course
d. using written language that is clear, accurate and appropriate to the task

Statement of Authorship
(to be signed by trainee before submitting)

I declare that this assignment represents my own work. I have not copied from the work of other students and I have not allowed or enabled others to copy from my work.

Trainee Name: _____ Signature: _____ Date: _____

Candidate Grading

Pass	
Re-submit by date	

Comments on the first submission
Comments on second submission **Pass/Fail**

(resubmit as an appendix to the original)

Tutor's signature: _____ Tutor's signature:

_____

Date: _____ Date: _____

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Assignment 2 – Lessons from the classroom
Reflection on Classroom Teaching

(Length: 750-1000 words, there is a 10% leeway on the word count)

Objective: *One of the most important aspects of this course is the development of your ability to reflect in depth on your experience in the classroom and to evaluate your own teaching. This assignment asks you to reflect on your teaching experience and observations to date.*

For this assignment, it is a good idea to keep a reflective journal every day. After TP (whether you taught or not), write down (briefly) your reflections on the lesson. This will help you when it comes time to writing the assignment.

1. <u>Select one or two areas of your teaching to reflect on</u>. Choose an area(s) that you would like to work on, or that is of particular interest to you. For example:

- giving instructions
- conducting feedback to tasks
- grading of language and teacher talk

- modeling and drilling
- CCQs,
- Any other areas

2.Review the following:

- Your journal reflections
- Your observation sheets of peers and experienced teachers
- Your TP self-assessments
- Your tutor feedback forms
- A taping of your TP 2 or 3 (if possible, but not necessary)

3. Researching for the assignment. This is what you do:

Collect your immediate post lesson evaluations, and your lesson evaluations to be able to reflect on your own teaching practice experience. Scan them for repeating or important themes and select a few of these to reflect on. You might cross reference these to criteria of the CELTA 5 such as giving instructions, conducting feedback on tasks, grading of language and teacher talk, modelling and correction, and practice, conveying and checking meaning, etc.

Compile all your notes on the observations of trainers, colleagues, and professional teachers — live or video — and highlight observations of particular interest — things that impressed you and that you tried to incorporate into your own teaching practice, things that you did not like and resolved to avoid, and in general, everything that helped you realise something important about teaching.

As you review the above, reflect on and evaluate your chosen area. Identify both your **strengths** and **development needs**. NOTE. they could be in the SAME area you chose, but not necessarily (e.g. you could talk about your strengths in Instructions and then talk about your development needs in timing.

4. Writing the assignment: This is what you write:

Each of the four sections (after introduction) should be about 200 to 400 words, depending on their relative importance to the overall needs of the paper. Write succinctly.

1. **Reflection on your own development through the course: areas of choice (100 words – this is a brief introduction)**

Write a reflection of your own development as a teacher and justify your areas of choice to analyse in this paper

2. Reflection on strength(s)

- What have you learnt about teaching and learning from your own experience on the course and how have you learnt? Cite *specific examples* from your own teaching and your observations of learners' responses, You can refer to comments made on your FB forms, CELTA 5, etc.

3. Reflection on areas of development

Given the above, in what areas do you think you most need to further develop?

- Briefly summarise your own perceptions of your needs and, if appropriate, contrast these to the perceptions of your students, trainers, and peers. Give specific examples where appropriate. Cite *specific examples* from your own

teaching and your observations of learners' responses, You can refer to comments made on your FB forms, CELTA 5, etc.

4. Reflection on the observations made

- How has observation of peers, trainers, professional staff, videos, etc, contributed to your understanding of the issues related to your own teaching in both STRENGTHS AND AREAS OF DEVELOPMENT, ? Cite *specific examples* from your observations of others' teaching (demonstration lessons, peers' lessons, other experienced teachers' lessons) to document the points you make.

5. Recommendations for professional development after the course

Specifically, what actions you will take in your future teaching with regard to the areas you have identified as your developmental needs?

- What specific remedial strategies can you employ to further your development in each of the areas?

- What strengths can you build on?

You should be specific in this section. You could refer to background reading and suggestions given by authors in ELT.

Please note
- Double-space your writing.
- You should use subheadings to convey your thoughts more clearly.
- Read the criteria on the other side of this page, sign it, and hand in as cover page.
- Complete page 8 of CELTA5, once the assignment has been marked and returned to you.

EXAMPLE for part 2:

2. My strengths in instruction delivery

Good instructions are delivered when students are paying attention

I enunciate words clearly and project my voice. This became apparent in a recording of teaching practice (TP) 3, where I captured students' attention before and while giving instructions. (I usually achieve this by saying "Right" and waiting for a split second of absolute silence before beginning the explanation.)

Good instructions are demonstrated

Demonstrations can say things better than long explanations (Scrivener, 2005) and it is therefore always appropriate and better than instructions alone (Harmer, 2001). This has been evident in some of my TPs in which

students did not ask me to clarify the activity and executed it successfully:

 TP1: I put a worked example on the handout as well as showing what to do on the board. TP3: I demonstrated how to play a board game by displaying a blown-up section of the board. This was noted by my tutor: “you were very clear when setting the game up”, as well as one of my peers, “complicated task; clear instructions”.

My tutor (Liz) congratulated this on my feedback form and mentioned: “well modeled instructions, you are able to give examples of activities and this helps weaker learners know what to do”.

……

Plagiarism Policy

“Plagiarism (from Latin *plagiare* "to kidnap") is the practice of claiming, or implying, original authorship or incorporating material from someone else's written or creative work, in whole or in part, into one’s own without adequate acknowledgment. (http://www.wikipedia.orgaccessed on April 22nd 2008)

In terms of the CELTA course, this would be

- Copying someone else´s assignment (in whole or in part).
- Getting another person to write an assignment for you.
- Lifting ideas from published source without referencing it (this is especially important in the Language Skills Related Task assignment)

- Copying parts of published material without adequately referencing the source.

Of course you can, and are encouraged to, refer to sources of background reading. Here are some ways and conventions for referencing:

Paraphrasing what the writer has said.
As Scrivener says, encouraging students to read quickly when reading for the first time can help build confidence when they don´t understand every word (Scrivener, p 153)

Direct quotation from the book (don´t overdo this. Keep the quotation short)
According to Scrivener *"it´s actually not necessary to understand every work in order to understand the information you might need from a recording" (Scrivener*, p 147)

Footnotes – quote directly or paraphrase, then footnote author / year / page number at bottom of page[2]

And…remember to include a **bibliography** of any books /resources you´ve quoted *or consulted* when writing an assignment. This should be written like this:

Author surname, Author first name, year, *Title of book in italics or underlined,* publisher

e.g. Scrivener, Jim, 1994, *Learning Teaching,* Macmillan Heinemann

Failure to comply with the above guidelines may result in exclusion from the course with no warning.

[2] Like this: Scrivener, Jim, 1994, *Learning Teaching,* Macmillan Heinemann

The Final Result

On successful completion of the course you will receive (usually within two months) a certificate awarded at Pass, Pass B or Pass A level.

To be awarded a Pass B you must consistently show “a level of achievement significantly higher” than that required for pass level in relation to “demonstration of the criteria for teaching and professionalism (criteria 1a-3c and 5a-5n)”.

To merit a Pass A, in addition to this your teaching practice must demonstrate “a level of ability and achievement and a level of awareness significantly higher” than pass-level in relation to “planning for effective teaching” as well as in relation to the criteria for teaching and professionalism. (Consult the syllabus for details of the criteria.)

The meaning of these results from the employer’s point of view is rather unusual. They are of interest to employers less as a record of your performance on the course, more as an estimate of how quickly and effectively you are going to develop as a teacher after it.

An employer employing someone straight off a four-week CELTA course will be aware that they are still in need of support and guidance to help them develop as teachers, and a professional school will undertake to provide this for fledgling teachers. However, a Pass B functions as an indication to an employer that you are already a relatively independent teacher who will need little support or guidance in most teaching situations. If you have a Pass A, a prospective employer can consider you a thoroughly independent teacher who will be effective in any teaching situation with minimal support.

A trainee may sometimes make very good progress during the course, yet only receive a Pass because amongst other things the tutor considers they are not yet confidently independent. Try to take the long-term view: throwing this kind of trainee into teaching situations they have not yet experienced without any kind of support is not likely to be beneficial to their further steady development as a teacher!

Not surprisingly, some trainees feel disappointed that they are receiving a certificate at the same level as someone who appeared to make less progress than they did. **However, as a record of how you did on the course, you will receive a tutor’s report with your certificate, detailing your particular strengths as a teacher.**

The CELTA is a challenging course by general agreement and to pass it alone is an achievement you can be proud of! You should also bear in mind that realistically no one can expect to turn into a great

teacher in a mere four weeks. But that does not mean that you will not develop into a great teacher over the course of your first few years of work.

For this reason, CELTA grades have, as it were, a kind of limited validity. Employers know that teachers with a Pass grade will probably develop more over the first year or so after their course than those who were already doing well. In the long term, grades on the certificate lose all significance and many, if not most of those who are now at the top of the profession started out with nothing more than a Pass. It’s worth reminding yourself of this rather than losing any sleep over whether you’re likely to get a B or not!

In the event that a trainee is awarded a Fail by their tutors, their portfolio will automatically be sent to the CELTA head office in Cambridge for a second opinion. There it will be examined in detail and the result recommended by Ih Mexcico will be either confirmed or overturned. This process can, unfortunately, sometimes take many weeks.

Center Complaints Procedure

In compliance with Cambridge CELTA policy, candidates are reminded that if they experience problems outside the expected level of stress and the factors they accepted in signing the Disclaimer on the application form; or if they feel they have a justifiable complaint about the delivery of the course, they should first raise the issue with the **Main Course Tutor**.

In order to ensure that the issue is given due attention, the candidate should first make an appointment with **the Main Course Tutor to discuss the problem at a private meeting.**

At the meeting, the candidate should state clearly the grounds for his or her complaint, and the Main Course Tutor will, with the candidate, decide on a path of action to address the area of difficulty to their mutual satisfaction. If necessary, a follow-up meeting will be scheduled.

Finally, if the issue cannot be resolved satisfactorily at this level, the candidate has the right to request that the complaint be forwarded to Cambridge ESOL by the Center. The Center is bound under the terms of the Course Provision Agreement to adhere to this request.

Glossary of ESL Terms

The course can be one long list of new terms, acronyms and jargon. Here's a way to try and cope with the deluge. It's not an exhaustive list, but the important ones should be here.

Abstract Items Vocabulary concepts that cannot be shown visually, such as

truth, upset, love, hate. (Contrast: **Concrete Items**)

Accuracy Practice Practice of a specific language item which has been presented to students (See also: **Restricted Practice**. Contrast: **Fluency Practice**; **Freer Practice**)

Acquisition Unconscious learning, or 'picking up' of language.

Anticipation Considering *before* the lesson what difficulties students will have with the meaning, form and phonology of a new piece of language.

Appropriateness Whether an item is suited to who you use it with. For example, it is usually inappropriate to use slang when speaking to the President.

Authentic Produced for native speakers, not for ESL students. (Contrast: **Graded**)

Back-chaining When drilling a longer sentence, it's sometimes useful to break it down into chunks. Starting from the end of the sentence and working back chunk by chunk helps to maintain rhythm and correct word stress.

Choral Drill All the students in class repeat a given word, sentence etc at the same time. Helps to build confidence and allows students to get their mouths around new language. See **Drill** and contrast: **Individual Drill**

Cloze exercise A type of gap-fill where certain words in a paragraph are deleted and students have to read the complete text and fill the blanks.

Communicative (adj) Involving the transfer of real information that has meaning for the students.

Comprehensible Input The language that the teacher uses which is graded to the right level so that students can still understand yet still be challenged. This can also include gestures and body language that aid student comprehension.

Comprehension Question Question to check understanding of a text or part of a text.

Concept Checking Checking students' understanding of a language item (such as a word or grammar structure) which has been presented to them – without asking 'Do you understand?'

Concept Check Questions **CCQ**s – one of the most useful and common ways of checking concept. A series of simple questions that break down the meaning of the language being presented.

Concrete Items Vocabulary items that can be shown visually, such as book, table, elephant, coffee.

Contextualization Presenting or practicing a language item in a context (such as a situation or a text) rather than in isolation. The context helps students better understand the meaning and use of the item.

Controlled Practice (Also called **Restricted Practice**). Oral drills and written exercises in which students use newly presented language in a restricted way. The choice they have over the language used is limited in order to help them focus on the structure of the language. Compare **Freer Practice.**

Cuisenaire Rods Wooden rods of different lengths and colors, originally created for math work. They can be used to depict many language items and concepts.

Detailed Task A task aimed at checking the comprehension of a listening or reading task. It requires the student to read or listen carefully and understand details. (Contrast **Gist Task**)

Dialogue Short conversation between two or more people, heard, written spoken, created (etc) in class.

Drill Teacher-centered controlled practice to help learners with pronunciation, which involves students repeating sentences/words after the teacher or students creating sentences with prompts from the teacher. See **Choral**, **Individual** and **Substitution Drill**.

Echoing When a teacher (for no valid reason) repeats back everything the students say. Though usually subconscious, this increases **TTT** and **teacher-centeredness**. It is also completely unnatural and unnecessary.

Elicit (v) To draw an answer, grammar structure, word, example etc from the students by asking questions and giving prompts.

Finger Highlighting Using the fingers to represent 'words' or syllables in order to indicate an error or highlight the form and pronunciation of newly presented language.

Fluency Practice Free speaking or writing, to practice those skills in of themselves. Students use all the English they have at their disposal to communicate, rather than consciously practicing specific grammatical structures recently studied in class. See also **Freer Practice.** Contrast **Accuracy Practice**

Form The way an item is written or said. "Form" is also used to refer to the grammatical operation of items, as opposed to what they mean or how they are used.

Free speaking or writing See Fluency Practice.

Freer Practice Practice of specific items in an activity which allows students a degree of choice regarding the language they use. It usually involves the students using the target item in the context of other surrounding language.

Function What you express through a piece of language. The task a piece of language performs. For example, inviting, apologizing or expressing regret.

Functional exponent A phrase which expresses a function. For example, "I'm sorry" is an exponent of the function of apologizing.

Gap-fill A written exercise in which students put the appropriate items into gaps left in a sentence. Also called **fill-in-the-blank**. NOTE: Be careful not to confuse this with: **Information Gap**

Generating Interest Before working with a reading or listening text, or before starting a speaking or writing activity, the teacher creates interest by asking students what they know about the topic, or by doing an activity which makes the topic relevant to the students.

Gist Question / Task A question/task asked to check students' general overall comprehension of a text (listening or reading), as opposed to a their comprehension of the details contained in the text. Compare: **Detailed Task**.

Graded (Language) Language (in a text, oral instructions, etc.) which is simplified so that it can be understood by a foreign learner of English.

Grammar The rules that govern the form of a language. The nuts and bolts that hold the vocabulary together.

Group Work Students work in small groups, rather than all together or individually. (Contrast: **Open Class**)

Guided Discovery A technique where students work out language meanings and rules for themselves. By looking at examples of language and answering written guided questions, students can draw conclusions about the meaning and form of language.

Highlighting Form Drawing students' attention to the important aspects of how an item is formed, said or written. It can be done orally (using **Finger Highlighting**) or on the board (see **Written Record**).

Highlighting Meaning Drawing students' attention to the meaning of a particular language item. Often involves **time lines**, **CCQ**s etc.

Ice-Breaker An activity done when you first meet a class in order for everyone to get to know each other, to build a

good class atmosphere and to make students feel comfortable.

Illustrating meaning Using a picture, mime, gesture, definition, text, situational story etc to demonstrate the meaning of a language item

Individual Drill After doing Choral Drilling, the teacher then asks students individually to repeat a newly presented word or sentence. Compare **Choral Drill**. See **Drill**.

Inflection = **Intonation** (NOTE: This use of the word "inflection" is specific to American English and will be misunderstood by most speakers of other varieties of English!)

Information Gap An activity in which students use language to exchange information between one another. The information each student has is different, yet related in some way. By communicating with each other students gain a complete picture. Information gaps can be either relatively controlled, or much freer. It depends on how they are set up, and how much prompting students receive. They are always communicative.

Instructions Checking **ICQs** Asking questions to check that students have understood the instructions to a task or activity you have set. **Contrast**: **Concept Checking**

Intonation Meaningful changes of voice pitch in a word, phrase or sentence. The "music" part of phonology. Americans often refer to intonation as 'inflection'.

Lead-in The introduction to your lesson (or to an activity within your lesson), where you introduce the topic, generate interest, get students thinking etc.

Lesson aims What the students will be able to do at the end of the lesson that they couldn't do at the beginning (or at least not as well!)

Lexis Vocabulary, i.e. words and phrases.

Lexical Set A group of words or fixed expressions connected by meaning or form. For example, 'furniture' 'food' or 'adjectives of size' '**phrasal verbs** with "up"'.

Matching Exercise A written exercise where students match given words and sentences with appropriate pictures, definitions etc.

Meaningful An activity is meaningful if students cannot complete it unless they understand the meaning of what they are saying or writing. Content is important. Repeating sentences you do not understand is not meaningful! Changing present tense into past or passive mood into active is not meaningful. Contrast: **Mechanical**

Mechanical Not involving communication. Repetition drills, making positive sentences negative etc are mechanical – focusing on form and pronunciation but not meaning. Contrast: **Meaningful**

Metalanguage The language used to talk about language. For example, the word 'verb' is an item of metalanguage.

M F P Meaning, Form and Phonology: the three areas you have to cover when presenting new language to students

Model or **Marker Sentence** A sentence showing a language item in its typical use. New items are often presented and initially practiced using a Model Sentence, particularly when doing a **Situational Presentation**. NOTE: A marker sentence does not normally define or explain an item. It simply shows the item in use.

Monitoring After giving directions for a pair or group work task, teachers walk around the room to make sure that students understand the activity and are doing what was asked. It is also a way to assess progress and listen for errors that can be corrected later.

Narrative A written or spoken story.

OHP Overhead Projector

Open Class When the whole class is listening to one student or to the teacher. The focus is on the teacher, who is leading the **stage** of the lesson. See also **teacher-centered**. Contrast with **student-centered**.

Open Questions See **WH questions**

Pair Work When pairs of students work on a task at the same time. The focus is **student-centered**.

Peer Correction Prompting a student to correct another's mistake – perhaps when **self-correction** has been unsuccessful.

Personalized An activity which involves students talking/writing about their own life experiences.

Phonology The study or practice of sounds, intonation and word & sentence stress.

Phrasal Verb A verb and particle (preposition or adverb) which combine to produce a meaning different from the meanings of the verb and particle separately. For example, 'to run up a bill' or 'to get away with something'.

PPP The introduction of a language item through a process of Presentation – Practice – Production. **Situational Presentation** is a type of PPP lesson. In this framework 'practice' means '**controlled practice**' and 'production' means '**freer practice**'.

Presentation The first stages of "teaching" a new item to students. It is usually followed by practice activities.

Productive Skills Speaking and writing. Contrast: **Receptive Skills**

Prompt A word, mime, gesture etc which **elicits** an item, etc. from students.

Pronunciation How a word or sentence is said – the sounds, stress and intonation.

Realia The actual object used to illustrate meaning. For example, if you are teaching different types of fruit, you could bring in realia: bananas, oranges, apples etc.

Receptive Skills Reading and listening. Contrast: **Productive Skills**

Review Brief re-presentation (and practice) of an item which you think or know the students have previously learned. Contrast: **Presentation**

Roleplay The acting out of a dialogue or conversation, based on some (usually situational or functional) prompts. It usually provides either controlled or freer practice, depending how much structure and guidance are provided. Usually roleplays are done in pairs or groups. They are not normally then acted out in front of the class.

Running Commentary When a teacher "thinks out loud" in class, causing unnecessary **TTT.** It is usually said very quickly and quietly, or comes in the form of an 'explanation' that students usually do not need or understand. Examples: "OK, so we don't have time to do what we were going to do, but I'm going to give you guys a hand-out. It's probably too easy for you and I should have chosen a different one, but just go ahead and do it anyways, and it's not a very good photocopy, but…."

Self-correction Prompting a student to correct their own errors, rather than the teacher providing the correction.

Situational Presentation A type of PPP lesson, where the teacher builds up a context using pictures, prompts, questions etc, and then elicits or gives a **model sentence** that includes the **target language**. After meaning, form and phonology have been highlighted, the language is then practiced.

Skills Language skills are how language is used.Speaking, Writing, Reading, Listening (see **Receptive** and **Productive** skills)

Stage A 'part' or 'phase' of your lesson. Most lessons consist of several different stages.

Stress The emphasis placed on a syllable in a word (=word stress) or on a word in a sentence (=sentence

stress). Word stress and sentence stress are two components of **phonology.**

Student-centered Any approach which encourages students to participate fully in the learning process, and which fosters autonomous learning. A student-centered lesson means the focus is on the students, through pair and group work, eliciting etc.

Student Talking Time (STT) The amount of talking done by students in class. In a language classroom this should ALWAYS be higher than **TTT.**

Substitution Drill A type of oral controlled practice. The teacher gives a **model sentence** and, after drilling this **chorally** and **individually**, prompts students to change specific words in it.

Systems The systems of language are knowledge of how the language works – what it means and how it's used. The language systems are grammar, vocabulary, functional language and pronunciation.

Tapescript The transcript of a listening text that usually appears at the back of the students' textbook. Useful for planning purposes.

Target Language The language item(s) you are aiming to teach in a lesson. For example, if your lesson aim is to improve students' knowledge of the past perfect, then your target language is the past perfect.

Task Based Learning A relatively new approach to teaching language which involves taking a 'task' as a starting point, and then raising students' awareness of the language required in order to successfully perform the task.

Teacher Talking Time (TTT) The amount of talking done by the teacher in class. Too much is a bad thing, especially if it's extraneous (see **Running Commentary** for example). Contrast: **Student Talking Time**.

Test-Teach-Test A presentation approach where the teacher first checks to see what students already know about a language item, often by doing some sort of practice

	activity. The teacher then presents or clarifies the aspects which the students have problems with. Further practice of the language item then occurs.
Teacher-centered	When the focus of the lesson is on the teacher, not the students. While of course it is necessary for the focus to be on the teacher at some points in the lesson, it shouldn't be the focus throughout the entire lesson. Too much is a bad thing.
Text	A piece of reading or listening.
Time Line	A visual representation of a tense; used for highlighting meaning, or **concept checking.**
Warmer	A short activity at the start of the lesson, before the teacher moves into the main part of the class. A warmer can be connected to the general theme of the day, or could be something completely separate.
WC	Not Water Closet but Whole Class. WCFB = Whole Class feedback.
WH- Question	A question starting with "Who," "Where," "What, "How" etc. Often referred to as an open question, as the answer can be extended. Contrast: **Yes/No Question**
Written Record	The **stage** in your **presentation** which involves writing the **form** onto the whiteboard for students to copy. It's not always necessary to do this – a photocopy or an overhead transparency also works.
Yes/No Question	A question which requires a Yes/No answer. For example: "Do you smoke?" "Can you drive?" "Did you watch TV last night?"

CELTA-Specific Glossary

The following are all bits of jargon you will encounter over the next four weeks specific to this course. You'll quickly become familiar with them, but it's useful to have a list to refer to.

Assessor	University of Cambridge representative who will come to check the course (during the last two weeks)
Assignments	Refers here to the four written assignments you have to do
Blue book	The official booklet where you record lessons taught, classes observed, and where we track your progress. So called because it is indeed blue. Also called **CELTA5**. Kept in your **portfolio.**
CELTA 5	See **Blue Book.** CELTA5 is so-called because there are 4 other administrative documents from Cambridge that precede it.
Feedback	Comes in two forms: oral and written. Oral feedback is discussion of your lessons. Written feedback is comments in writing on your lessons and also on your assignments.
Front Page	When you submit a lesson plan or a written assignment there is a 'front page' that accompanies it. Be sure to attach a front page, as this is where trainers write their comments and grades.
Input	The seminars and workshops that take place in the mornings. The part where we teach you.
Portfolio	The binder you will build up and maintain during the course. Contains your lesson plans, your assignments and your **CELTA5.**
Procedure page	The step – by- step part of your lesson plan which contains stage aims, details of the procedure, timing and interaction patterns of your lesson.
Progress Reports	There are two (and if necessary three) of these during the course. The first is completed by your tutors at the end of week one, the second is completed at the end of week two, and is accompanied by a **tutorial.**
Self-evaluation	The written post-teaching reflection you write after you have finished your lesson.

TP	Teaching Practice. The part of the CELTA day when you are the teachers.
TP Points	The details of what you are teaching, which order you are teaching in, and suggestions on how to go about planning your lesson. As the course progresses and you become more independent, these are withdrawn.
Tutorial	A one-on-one meeting held with your TP tutor during week 2 of the course. A second tutorial will be given at the end of week 3 if necessary.

We hope you enjoy your CELTA course.

All the staff at International House.